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THE HIGH SCHOOL TEACHER FROM THE PUPIL'S POINT OF VIEW.

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I. INTRODUCTION.

The far reaching significance of the years spent in the secondary school has received renewed emphasis from the recent publication of President G. Stanley Hall's new book on adolescence. Speaking of this adolescent stage of life this pre-eminent authority says: "These years are the best decade of life. No age is so responsive to all the best and wisest adult endeavor. In no psychic soil does seed, bad as well as good, strike such deep root, grow so rankly or bear fruit so quickly or so surely as in this."[1] Dr. Burnham speaking of the opportunities of secondary teachers says: "The importance of this whole period from a wider point of view and the interest that centres about it can hardly be exaggerated. . . . Pupils at this period are open to new impressions with almost hypnotic susceptibility. The opportunity for good is only equalled by the possibility of evil."[2] Professor Bell, in a study of "The Teacher's Influence," found that pupils were influenced most for good by their teachers at the high school age, the time of the greatest influence culminating at about fourteen for the girls and fifteen for the boys.[3] Yet, notwithstanding the importance and significance of these years, it is a melancholy fact that here in the United States the teachers who have charge of the instruction of the youth at this most

[1] Psychology of Adolescence, Vol. I, p. xviii.
[2] Suggestions from Psychology of Adolescence. School Review, Vol. V, pp. 458-9.
[3] *Ped. Sem.*, Vol. VII, pp. 493-494.

promising but critical stage of life, the teachers of our colleges and high schools, are not specially trained for their work. "The opinion is still prevalent," to use Dr. Burnham's phrase, "that the elementary teacher needs special training but that the secondary teacher is such by the grace of God and the authority of his Alma Mater."

In 1902 there were in the United States 6,292 Public Secondary Schools containing 550,611 students taught by 11,457 women and 10,958 men.[1] According to Luckey (16) and others who have carefully investigated the subject these teachers have had no special training for their work. What they know about the psychology of development, about childhood and adolesence, whatever professional training they have acquired, they have gained from self-directed study and from their own experience. No special training is required. None is given save that inevitable training, good as far as it goes, which the inexperienced teacher always gets from the pupils themselves.

To be sure much has recently been written by so-called educators telling secondary teachers just what they should be, what they ought to do, just how they should teach each particular branch, and the rest. But in giving this off-hand advice these writers have followed closely the old scholastic traditions, pointing out with great care what subjects should be taught, calculating logically the comparative value of each, and devising methods of instruction whereby the greatest number of the things they prescribed might be learned by the students in the shortest possible time. In a word these educators have almost without exception emphasized the scholastic product, the content of culture to the neglect of the growing youth. However valuable this content of culture may be or however important the methods by which the young are initiated into this vast cultural inheritance, the matter may be viewed from another side. Instead of looking at every educational problem from the point of view of convention and the value of the subjects to be learned or of the best methods of presenting them, the whole matter may be looked at from the standpoint of the youth. This point of view once accepted and immediately all standards of value change. From this natural or psychological point of view we continually ask what is best for the growing boy and girl. The learning of a definite number of things in certain ways, no matter what their value may be, no longer is the important thing; the development of individual character becomes the highest end. To the method of instruction is now added the best method of mental

[1] Rep. of Commissioner Ed., 1902. Vol. I, p. xvii.

work for the child. Studies, programmes, curricula, methods, teachers, all are made subservient to the welfare of this growing youth. What promotes his highest natural development is good, what retards it is bad. His natural healthy development is made the measure of value in every case.

The present study is an attempt to approach one pedagogical problem from this psychological side—to study the teacher from the pupil's point of view. Instead of following the old traditional, conventional way, determining by *a priori* logic what the teacher should be and do, the attempt is made to find out from the students themselves what their favorite teachers are like; what their model teachers' qualifications are, what their most helpful teachers actually do. The question how far the pupils are right in their judgment of what it takes to make a model teacher, and how far wrong, as well as the question of the value, significance, and bearing of what they have said does not concern us here. The primary object is to get their point of view; to get as full and accurate a description of the teachers liked and found helpful as possible; to present the pupils' honest reactions whatever they may be.

Source, Nature, and Value of Material. 1,067 senior high school students (334 m., 733 f.,) were asked by their teacher of English to write a composition on "High School Education," freely discussing some or all of the following ten points: 1. What a high school ought to do for me. 2. In what ways the high school has helped me most. 3. Some sympathetic teachers I have had in the high school or the reverse. 4. Some points in which I have been misunderstood. 5. Why going to high school pays. 6. Why so many boys and girls drop out of the high school. 7. Useless studies in high school courses. The most popular study in our school. Why? 8. My usual "Round" after school. 9. What my parents think about high schools. 10. Some improvements in the high school I would suggest.

These compositions were required as a part of the regular English work, the pupils being asked in each case when the work was assigned to give a true, complete, frank statement of their own personal feelings and experience concerning the various topics they chose to discuss. Each teacher was asked to use such methods and precautions in presenting the work to her class as she thought best to secure a true, complete, and unbiased discussion of the various points. Most of the compositions were not read by any teacher in the school where prepared, the teacher or principal telling the pupils when the themes were assigned and the purpose of the work explained that no teacher in the school would read the papers before they were sent away. Three teachers had the compositions pre-

pared as a regular theme, the directions for the work being given as the ordinary directions for composition work with the precaution, however, that in this case it was a true statement of their own thought and experience that was wanted. In these three schools the teacher read the themes. About two hundred of the compositions were written during one recitation period, the theme paper being passed at the beginning of the period, the directions for the work given without any previous knowledge whatever on the part of the pupils and the finished compositions collected before they left the room. In all cases specific directions were given that the pupils need not sign the papers they wrote; nevertheless, about a third of the papers were signed.

Although the papers were prepared in these various ways no differences could be detected except that those prepared in class discussed fewer of the points, were more poorly organized and did not treat the topics discussed as fully as the rest. Aside from these indications of hurry and lack of time none but individual differences could be detected. Every paper received was unquestionably a true, honest statement of what the pupil actually thought and felt. To read the papers as a whole one cannot help but feel that here is a full, unprejudiced statement of the pupil's own feelings and thought concerning certain things pertaining to the high school.

The discussion of the third point, which only concerns us in this paper, seemed to be especially sympathetic. Not a single paper bore any trace that the writer was prejudiced or had any ill will towards any teacher described. On the other hand there was no noticeable trace of an attempt to flatter any teacher in the school. The genuine feeling of respect and good will that was universally shown, coupled with such a full and frank description of both types of teachers, convinced the writer that the various teachers were described exactly as they appealed to these students. The homeliest expressions were used in describing the qualities admired, the most commonplace virtues received the emphasis, an additional evidence, I believe, of the honesty of the pupils and the genuine value of the returns. What these students have said should, therefore, be taken as a true statement of what they actually think and feel about various individual teachers which have instructed them in the high school.

The compositions were collected from sixteen different high schools in Massachusetts, Rhode Island, New York, Indiana, Illinois, Colorado, Montana and Utah. Of the 1,067 students who wrote compositions 881 (274 b.-607 g.) or 82.5% discussed the third point. 52 of these (26 b. 26 g.) declared that they had never had a thoroughly sympathetic teacher in

the high school or that their teachers had all been about alike. The rest (829) described in detail one or more sympathetic or unsympathetic teachers which they had had in the high school.

II. The Pupils' Favorite or Model Teacher Described.

The Sympathetic Teacher Defined. From the beginning we should clearly understand and keep in mind just what the students meant by a sympathetic teacher and by an unsympathetic one. The sympathetic teacher may be defined in the pupils' own words as "the favorite teacher," "the teacher best liked," "the best teacher I ever had," "the one who understood me best," "the one who helped me most," "the teacher for whom it is a great pleasure to work," "the one whose memory I will always cherish," "the teacher who is respected and loved by all," in a word their favorite teacher who did them most good. The following definitions incidentally given are typical:

"The most sympathetic teacher," writes a girl, "is the good natured, jolly teacher who enters into the fun and talk of the pupils as though she were one of them herself. She is always ready for a good joke but should one be in trouble she is just as ready to help them out. She has the faculty for cheering one up." "My ideal teacher," said another, "is not an automatic or brilliant talker holding herself aloof from us, neither is she a cross taskmaster but one who knows our first names, who knows something about our home lives and helps us in our every day trials and work." That is, these definitions make the sympathetic teacher the cheerful, helpful one. Others say he is the teacher who understands his pupils' character, dispositions and needs. As one girl put it: "The sympathetic teacher is the one whom I think I understand and who I think understands me." Another said: "He is the one who understands his pupils best and who tries to encourage them and help them in every way he can." In some cases the word sympathetic was used synonymously with the more important characteristics of the ideal teacher described. That is the sympathetic teacher was "the kind, patient, just teacher, the teacher most considerate of her pupils' needs," "the cheerful, jolly teacher who was always ready to help," "the teacher who was specially interested in her pupils and in her work, who was not only a teacher but also a friend," and the like. In all the papers save three, which used sympathetic in its cheaper sense to mean compassion or pity instead of real helpfulness, the term always meant the best and most helpful teacher the pupil ever had. The term unsympathetic, of course, was made to mean just the reverse.

What follows, therefore, is the presentation of what these 829 senior students have said about the *best* and the *worst* teachers they have had in the high school. It should be borne in mind that in every case an actual living teacher was described, one actually doing what the pupils find helpful, and not the usual imaginary hypothetical teacher so often talked about in our pedagogical books. A careful examination of what the pupils have said will, therefore, not only enable the

teacher to see himself[1] as his students see him but ought to give us a clearer notion of what the model high school teacher should be. If the pupils are in any sense competent judges of their most helpful teachers and have not forgotten what such teachers were like and did, we may learn much from their descriptions.

For convenience we may group what the pupils have said about their favorite teachers under the following three heads: First, what they said about their character. Second, their qualifications. Third, what they did. These various points, to be sure, were not thus separately discussed, and such a presentation of the facts cannot take the place of reading the descriptions of the teachers as the pupils wrote them. To get the full force of what the pupils said their complete accounts ought to be read. But it is impossible to give more than a very small part of what they wrote, so, as a matter of convenience, the main facts were teased out, as it were, from the original wholes and grouped as indicated above, in the belief that in this way the points which the pupils especially emphasized could best be set forth. A few slight overlappings may occur, but on the whole the facts are sufficiently distinct to be thus grouped.

1. *The Favorite Teacher's Character. Characteristics Admired.* First of all what characteristics does this so-called "sympathetic" teacher possess? As might be expected many different qualities of character were approved and admired and variously emphasized by the pupils who wrote. All mentioned several qualities of character possessed by the teacher especially liked. A few were universally admired and received great emphasis. After 161 papers had been tabulated it seemed best to keep an accurate count of the number who named or emphasized the various qualifications and qualities of character especially admired or disapproved so as to get some idea of their relative importance. This was carefully done for 720 of the papers (161 m., 559 f.). Of these 101 described unsympathetic teachers exclusively; thirty-seven more had never met a truly sympathetic teacher or declared their teachers had all been about equally sympathetic, so that the papers of only 582 students (115 m., 467 f.) were treated in this way.

One hundred and forty-four (144) of these said their favorite teacher was *kind*, *forgiving*, and *generous*, or negatively stated said he was never *rude*, *harsh*, *sarcastic*, nor given to the use of

[1] Throughout this article the masculine pronoun will be used to refer to the teacher in general. In all the quotations from pupils the pronouns denoting the actual sex of the particular teacher described will be employed.

ridicule. No character qualification was so often emphasized as this.

Most pupils simply say on this point that their most helpful teacher was always "kind," that "he was especially considerate with the dull or slow," that "he was not sarcastic," "never spoke harshly in school or in class," "never ridiculed" and the like, giving these as special reasons for liking him. Typical expressions are:

"She spoke kindly to me when my best friend left school;" "By her kind words she has helped me in many a struggle;" "She is very kind and considerate of a girl who has sorrows or death, or who has been out sick for a time;" "If a girl could not get her lessons she would be more kind and considerate with helping her than the majority of teachers were;" "She has never spoken harshly in my presence since I've been in school." "A certain teacher I once had," said a girl, "was very nervous and at times very impatient and cross. I found it the burden of my life to learn anything she tried to teach while in this state of nervousness. But when she was her normal self she was very pleasant and kind and all went well. It only goes to show that a teacher who is kind can obtain better results than a teacher who is given to impatience and crankiness."

One boy said: "If a scholar is weak on any certain point, unlike a broken-hearted child, he does not need sympathy, he needs a little of the electric current which will wake him up and brace him to his work." Three other pupils, two girls and a boy, thought they accomplished more with teachers who forced them to do their work, and who seemed to take little interest in them. All the rest liked the teacher who took a personal interest in them and was kind. These four cases may be taken, I think, as the exception which proves the rule which is, that the teacher who is kind and takes a personal interest in his pupils is the helpful one. "The electric spark which will wake a pupil up and brace him to his work" can, in ninety-nine cases out of a hundred, be generated by a kindly, sympathetic, encouraging attitude and only rarely in some other way. It should be said, however, that by kindness the students did not mean cheap sympathy but rather a matter of disposition, a certain manner of action, or attitude of mind the possession of which, according to the pupils, enables the teacher to be more helpful to boys and girls of this age.

A second group of characteristics, although mentioned by fewer students than the preceding one, received far greater emphasis. 112 students said their most helpful teacher was *pleasant*, *cheerful*, *good-natured*, *happy*, *jolly*, *witty*, *even-tempered*, and *sociable* or, negatively stated, that he was never *cross*, or *unpleasant*, never *scolded*, *criticised harshly* or *continually found fault*.

One favorite teacher was described as jolly, as unlike most others because "she was not afraid to smile or even laugh once in a while."

Another was "so cheerful and had a manner so pleasing that no one thought of his ugliness." Another "was jolly and pleasant after school, talked freely to her pupils and when anything funny came up let them laugh and laughed herself." Another always had a pleasant greeting for her pupils in the morning when they met her in the hall. "She may not say a word," said the writer, "but her expression is sufficient. As I came into the schoolroom every morning she always had a pleasant smile and a cheery word to say to me which stayed with me all day." "The kind of a teacher a girl likes," said a girl of 18, "is one who can see through a joke and who understands a girl's feelings and difficulties." Of another favorite teacher it was said: "She acts more as a friend than a teacher, and if in trouble I could go to her almost as soon as to my mother. She is very jolly, has a keen sense of humor and often enlivens the lesson with amusing stories." "I have now in mind," said another girl, "a teacher, who on entering the recitation room seemed to carry with her a flood of sunshine which filled the room and outshone all the difficulties of the lesson. This particular teacher seemed never to be impatient, being always able to control herself no matter how serious the fault of the pupil. She taught her subject in such a way as to draw perfect attention. Above all she did not endeavor to make us fear her, but was kind, friendly, sympathetic and pleasant, with a smile for all of us whether we were brilliant or dull." "One teacher I had in my high school course," said another, "made a very great impression on me. Whether the lesson came during the early part of the session or later, whether on Monday or Friday, during a well recited lesson or a poorly recited one, she was always the same sweet-tempered, loving and sympathetic teacher. If a girl did not grasp an idea as quickly as she ought, this teacher did not become impatient, but tried every possible means of making the subject clearer to the pupil, and taught us not to consider school a drudge, but to make it a pleasure."

The boys emphasize this quality as strongly as the girls, but there is some reason for believing that they are not affected as much by their likes and dislikes of teachers as the girls. The following quotation from a boy's paper is typical: "Of course, to some, especially girls, likes and dislikes affect their course in school. I know several girls who have dropped certain studies because they disliked the teacher of that branch. But a boy usually don't pay much attention to an instructor. As a rule he does n't go around after school like a girl to talk to them, unless about some lesson, nor does he take her candy and flowers." However, the boys have their likes and dislikes whether they are as strongly influenced by them as the girls or not. The same boy who wrote the above goes on to say: "One teacher in this school has done me a world of good. He makes you feel your own ignorance of a subject, but at the same time does not make you think he knows it all. We like good-natured teachers," he adds, "teachers who are thorough and considerate in their lessons, teachers who will laugh at a joke or give the class one occasionally themselves." The quotation is fairly typical of what the boys say on this point. In their own adjectives it is the *pleasant, cheerful, good-natured, jolly, witty* teacher that is admired and the *cross, critical, cranky, pessimistic* teacher that is especially disliked.

Although this matter of a teacher's disposition and philosophy of life is rarely or never considered as a necessary or even important qualification of the high-school teacher, I believe—and the returns certainly bear me out—that no qualification is more important or necessary. Perhaps the greatest

service the high-school teacher can render his pupils is to assist them in the necessary readjustments they are striving to make. Pupils at this stage are extremely sensitive, almost painfully self-conscious, and shaken by all sorts of doubts. Strange new feelings and emotions dominate their lives and impel them to they know not what. According to their own reports, the cheerful, pleasant, optimistic attitude of a teacher can do more to help them than anything else. If their teacher is of a sharp, sarcastic, pessimistic, critical turn of mind, he not only is disliked by every pupil in the school, but does them a positive and incalculable amount of harm instead of helping and inspiring them as he should. If, on the other hand, the teacher is positive rather than negative, optimistic instead of pessimistic, encouraging and helpful instead of critical, pleasant, good-natured and cheerful, instead of "finicky," "cranky," "over-particular" and "cross," he is universally liked by his pupils and does them, in the words of a boy, "a world of good." Truly the helpful teacher for this stage must possess that higher optimism, born of experience, good health, and much thought, which alone will enable him rightly to guide his pupils through this period of readjustment and doubt.

A third group of qualities emphasized is closely associated with the two which precede. 104 of the ideal teachers described were said to be *patient*, *considerate*, *thoughtful of the feelings of their pupils*, *reasonable*, *not cranky*, *over-particular or unreasonably strict*. The following phrases were most often used:

"She did not get out of patience with you because you could not get the idea of a theorem at first sight;" "Her patience seemed never to wear out and she explained difficult points over and over again." "If she ever had any troubles or cares we never knew it for she was the same pleasant person every day." "He never became cross or even quick tempered if a pupil was a little slow to understand." "If a teacher is snappy," said a girl, "or has the despicable habit of not giving you time to think, the subject in which you have that teacher is like torture." Another girl said: "If only the teachers had this virtue (patience) it would go a great way towards dispelling the bitterness which often accompanies recitations. It would make study a pleasure instead of a torture and increase the bond of affection which ought to exist between pupil and teacher." Many in various forms expressed the thought of the boy who said: "If I have a teacher who has no patience with me I become very nervous and do poorly in my work." Others said of an impatient teacher, "He takes away all our hopes and energy by reproaching us until we lose courage entirely and fail." "It is the teacher who is patient when we are really in need of advice and help, that makes our high school life happy and successful, a pleasure instead of a burden and failure."

Fifty-nine pupils especially liked teachers who were *firm*, *decisive*, *business-like* and *strict*. That is, their favorite teacher,

"always meant what he said," "commanded respect," "kept good order," "was strict in his requirements of good work," etc. One boy said:

"Being too easy with students won't work, because they take advantage of it." Another said: "A strict teacher sets a good example to the students by teaching them to be prompt and accurate. An easy teacher causes the students to become negligent." Another boy's teacher was strict and thorough, "still," he said, "the scholars had all the respect for him that young people are capable of." A girl of 17 said: "Many have argued that pupils judge their teacher by the easiness with which they may avoid doing their lessons. But let me say that the majority of the sympathetic teachers whom I have had have been those that from day to day have required that their lessons be prepared. But I do not mean the teacher who when the student says that for some reason he has been unable to prepare any particular lesson, look at him as though he were a future embezzler or forger." Another girl said: "From the time I entered the high school until now, which is my fourth year, one teacher has appealed to me more than any of the rest. She is of a very forgiving nature, but at the same time quite stern. She is also exacting in her requirements but always ready to sympathize with one in their trouble. She is never in too much of a hurry to help a girl with a difficult lesson as some teachers are. . . . Of the many teachers I have had she has done me most good." Several said a teacher might be strict and still be sympathetic. Not a single favorite teacher was described who was said to be easy in his requirements of work.

Forty-six of the sympathetic teachers discussed (all described by girls) were said to be especially *inspiring*, *easy to approach* and the like, the last point receiving special emphasis. The teacher who is "distant," "cold," "reserved," "unsociable," is not a favorite with girls, but the one who "gets in touch with his pupils," who, in the language of a girl, "is one of us," is most helpful they think. "All other teachers," said a girl of her favorite, "seemed to be some one I could not approach in any way." The inspiration mentioned, and even the ease of manner so much admired, seem to be due, according to the thought of the pupils, to the strong attractive personality which they said all these teachers possessed. Not only did it make the teacher inspiring and easy to approach, it won for him the respect of his students and made it easy for him to keep order and to command.

A boy of 18 said of his favorite teacher: "To say nothing of having a strong character she has a wonderful personality. In the classroom she seemed to radiate enthusiasm and interest without any effort. Another teacher I had, tried with all her heart to make the recitation interesting but failed because she was too simple, too particular about unimportant things and lacked strength of character." The teacher who lacks this strong personality and strength of character, who does not command the respect of his pupils, is never a favorite. Another boy in describing his best teacher says: "This man meant what he said and so could impress it on others. In striking contrast to him stands another teacher who taught the same branch. He would tell

a pupil to do something and if he did n't do it he would simply let it go. He never enforced what he said and as a consequence hardly a pupil respected him. He was nice and easy to get along with but we did not learn much under him. He had no strength of character and therefore could not make others strong."

This "strong character" quality, was emphasized by 26. What was meant by the term was in most cases left indefinite. It was most often simply stated that this or that teacher had a great deal of strength of character for which he was admired. Some meant by it a true gentleman or a truly womanly woman. (Manly traits in a woman being especially disliked). Others meant by strength of character nobility, trueness, originality and the like.

"I think especially of one teacher," said a girl, "who is gentle, true and noble, who not only sees the fault of each individual pupil but recognizes their needs, who never fails to appreciate a student's efforts and encourage them, who is never too busy to smile when we meet her on the stairs." A boy of 17 said: "He was a gentleman in every sense of the word, always ready to aid his pupils cheerfully." Another boy said: "Personally he is a splendid type of manhood and in some way his personality always seemed to pervade a recitation and make it something to look forward to."

Twenty-six students mentioned the fact that their favorite teacher was *serious*, *earnest*, *rather dignified*, *unassuming*, *quiet* and the like, but in no case did they mean that they were reserved. The girl who said of the teacher she liked best, "She did not seem unapproachable like some teachers I have had," voices the general feeling towards the teacher who is reserved.

"I never felt frightened," said another girl, "when speaking to her and I was always at ease when in her class." "Although I have liked all my teachers except one," said a boy, "I think my favorite teacher is one whom I have this year. She is one of those you do not hesitate to ask questions, because she is always good-natured and never tries to make things disagreeable." The teacher who "flares up at you and tries to frighten you" is never a favorite, while a "calm, quiet" teacher is often admired.

A few favorite teachers were said to be *good*, *polite*, *courteous* or *refined*. "Her sweet disposition and gentle, refined manners," said a girl, "have caused her to be beloved by us all." Only two favorite teachers were said to be courteous and polite. *Hypocrisy* is especially disliked, while sincerity is highly commended. After describing certain qualifications which her favorite teacher possessed, a girl said: "She is not always smiling when she does n't mean it. She is rather serious, but always encourages a girl. If one has given up all hopes of mastering a certain study, she helps you so warm-heartedly that you can hardly fail to do your work well."

Lastly, the sympathetic teacher was described as wholly

unselfish and *self-sacrificing*. That is, what he did in school was determined not by his own interests and inclinations but by the welfare and needs of his students. Every student in some way or other emphasized this point. The great temptation for the high-school teacher appears to be to teach what seems theoretically important to be learned, or to dwell upon what is interesting for him to teach and discuss, instead of keeping in mind the pupils' interests and apperceptive needs. Scores of pupils dwelt upon the fact that their favorite teachers allowed much free discussion in class; and every one knows how ingenious pupils divert the teacher from uninteresting lessons to the discussion of what interests them. It was the teacher who assigned more work than his pupils could do, who forgot that they had other lessons besides his own to prepare, who saw everything in the subject he taught, and expected all sorts of impossible things, who put his own inclinations and interests before the interests and needs of his pupils, that was called selfish and said to be an "utter failure as a teacher." The pupils' favorite teacher is not a narrow specialist; he is never so much interested in his subject that he forgets their welfare and needs, but makes a studied effort to adapt all he does to their interests and abilities. Lessons, methods, programmes, system, order of work, daily routine and the rest, are all changed at a moment's notice if it is for the best interest of the students.

Summarizing the various character qualifications approved and admired we get as it were a composite photograph of what the pupils' favorite and most helpful teacher's character is. He was most often described as pleasant, cheerful, good-natured, jolly, witty, even-tempered, and sociable, *i. e.*, never unpleasant, of a critical turn of mind, a fault-finder, or a scold. Again he was said to be kind, forgiving, generous, never sarcastic, rude, harsh, nor given to ridicule, but patient, considerate, reasonable, thoughtful of the feelings of his pupils, never cranky, over-particular, or unreasonably strict, to be thoroughly unselfish, self-sacrificing, rather decisive, business-like, not easy in his requirements of good work, firm, strict, and the like. As a rule he possessed a strong character, had the power of self-control, was often described as noble, original, a true gentleman if a man, truly feminine and womanly if a woman. For the girls he must be inspiring, have a strong personality, be unreserved, easy to approach and the like. For the boys he must not be "overbearing," "proud of the fact that he commands," nor "consider himself as above or better than those he instructs." A few like a teacher who is serious, earnest, unassuming (mentioned only by boys), quiet, good, polite, gentle, courteous, refined, etc. (especially emphasized by girls).

Some of these qualities, no doubt, are matters of individual preference, and as such are vital only for certain individuals. Others are so generally admired that they seem to be fundamental. If what these students say has any weight at all we must conclude that the teacher's disposition and character is a much more important thing than is often supposed. Not only do they determine his whole general attitude, the first essential prerequisite to real helpfulness, but they determine practically everything he does, and literally become the measure of his degree of helpfulness. "Pupils expect as much from teachers and with as good right," said a boy, "as teachers expect from pupils. Any injustice, any meanness of spirit, anything in the least dishonest in the teacher's character is severely condemned, while any good quality is proportionately admired. This," he concludes, "is perhaps of little consequence to the teacher but of vital importance to the pupil." Every paper received bears out what he said, so we must conclude that it matters much what a teacher's character is. If he is habitually cheerful, pleasant, good-natured and the rest, he will not only have the right attitude towards life and the world but towards his pupils and his work, and be able to give his students the needed help. If, in addition, he is patient, considerate, thoughtful of the feelings of his pupils, reasonable and kind, he not only is always willing to encourage and help his pupils, but everything he does is done in a *manner* which actually gives the right sort of encouragement and help. If, now, in addition, he is thoroughly unselfish and self-sacrificing he makes the welfare and needs of his pupils the chief aim of all his best thought and endeavor and is, from the student's point of view, the ideal teacher, so far as character goes. But other than character qualifications were possessed by the favorite teachers described.

2. *These Qualifications Described.* The pupils' favorite teacher first of all fully *understands boys and girls.* In a recent address before the N. E. A. (Proc. N. E. A., 1903, p. 199), Prof. Ellis stated so clearly and concisely the most important known facts about the early adolescent development of the average high school boy and girl that I quote his words.

"The high school receives the adolescent youth, with a new and changing body, disequilibrated now by new and rapidly developing organs connecting him with the race, by a rapidly medullating brain, by new-grown heart muscles and heightened blood pressure; a creature with intense but fickle emotions; with a rising sense of self-importance; with vague aspirations and longings for great things; with new religious and social needs; with his love of activity for the mere sake of doing passing into a desire to do things having a real end; with the infantile sense of dependence and willingness to obey mere authority yielding to a feeling of self-dependence and a desire to control himself—a changing, high-pressure, destructive-construc-

tive creature, now yearning for the unattainable ideal, now tingling with the desire to do things and to count for something in the world."

The helpful teacher knows that this is the case. He understands this unbalanced, many-sided, self-conscious, hopeful youth; appreciates how he feels; knows his impulses and needs; understands his motives and ways; looks at things from his point of view; truly sympathizes with him and is able to help him because he understands. So strongly was this qualification emphasized that the pupils' favorite teacher might almost be defined as the teacher who understood them best. In describing their various favorite teachers the girls say, on this point:

"She seems to understand us thoroughly," "to know just how I feel;" "to know what I need;" "to realize all my weak points;" "has a keen appreciation of a pupil's ability;" "recognizes the fact that some girls cannot learn her subject as easily as others can and treats us accordingly;" "understands when a pupil is making a failure from pure nervousness or illness and quietly helps them along;" "understood from the first that I was quick and impetuous and helped me overcome it;" "seemed to put herself in my place and to sympathize with me which made me feel as if the battle were half won;" "thoroughly understood girls;" "seemed more like one of us than a teacher and entered into our joys and troubles just as if she knew how we felt;" "had a keen appreciation of a girl's character, knew their every emotion and thought and the very impulses which prompted them to do as they did;" "never forgot that she was a schoolgirl once herself and had her trials and escapades and, therefore, never judged a girl before she had looked at the matter from her side." "He understands what you cannot quite comprehend and knows just how to explain the difficulty;" "understands the things in me which other teachers did not;" "had the power to look into our minds and hearts, as it were, and to see all our needs and defects and so knew better how to help us than anybody else." Several girls said: "The teacher you can tell your sorrows to appeals to us most."

The boys are either harder to understand than the girls or else they are more sensitive on this point. Nearly every boy had at some time in his high school course found a truly helpful teacher of whom it was said:

"He fully understands me and therefore appeals to me;" "thoroughly understood my interests;" "could tell what prompted me to do as I did;" "knows just what the defects of different pupils are;" "fully understood boys, seemed to have a knack for understanding a boy's ways and needs and to have the proper regard for the feelings of his pupils;" "had been a boy once himself and therefore knows just what you need;" "seemed to know our very thoughts and therefore was able to help us over the rocky places in school," etc.

Many of these very boys, however, in the same paragraph in which they discussed their favorite teacher used expressions like the following:

"Few if any teachers really understand boys;" "few teachers are able or willing to read pupils aright" or "many teachers try to understand us but few succeed." "I have met a few sympathetic teachers," wrote a boy, "but the majority never think they ever were boys and

view everything as old men." Another boy said: "I have no doubt that most teachers wish to be sympathetic as possible with their students but it seems to me that only a few begin to realize the difficulties under which individual pupils are laboring." A number declared that: "No teacher in the school ever understood them though most of them thought they did." The boys not only seem to be less understood than the girls but to demand it more.

The importance of this qualification was often incidentally discussed. The boy who said: "If teachers knew their pupils better they could be of more help to them," has stated what the pupils all think. Only one or two of several hundred quotations can be given.

"When I entered the high school," writes a boy, "I soon became acquainted with the teachers and found that there was a great difference between them. Some were patient with me if I did not understand them or the situation, while others would instantly become nervous, impatient, and cross if subjected to the same conditions. Some seemed to understand me, knew how I felt and sympathized with me, while others did not understand me at all and would not look at things from my point of view to ascertain why I thought or did as I did. I have found," he adds, "that I always try harder and accomplish more if a teacher understands me and tries to make my school life pleasant and profitable than I do for a teacher who does not sympathize with me." "What we get from the high school," writes a girl, "depends upon the teachers we have. There was one teacher in particular who seemed to thoroughly understand her pupils. I was always glad when it came time to recite to her. She made me feel so at home that I was not afraid to speak out all I felt. She trusted me and believed in me, and to her, at least, I was not a hopeless idiot. I had another teacher, however, who had quite the opposite effect. He was a splendid teacher and I learned something from him, but the process was so painful that I shall always shudder when I look back to it. The man was naturally nervous. I never remember having seen him when he was not in motion. His laugh was the most unpleasant laugh I ever heard. He trusted nobody and sympathized with none, and it seemed to give him pleasure when our marks registered low. Yet I believe the man meant well; the trouble all lay in the fact that he did not understand boys and girls." Another girl, speaking of her favorite teacher, said: "She seemed to thoroughly understand and appreciate the pupil's point of view. As a result there was n't a pupil in the school that would n't do anything she asked them to do and think it a pleasure, where otherwise it would have been considered a very hard task."

Not only must the teacher understand his students, the pupils must understand the teacher as well. Many discussed this point in detail and pointed out the great need of this mutual understanding and the evil effects which follow if a misunderstanding on either side occurs. The favorite teacher is always understood. As the pupils put it: "He is more like one of us than a teacher," "one of the boys," "a friend," never a policeman or a mere keeper of school. If the pupils are right, no teacher can be truly helpful to them unless he brings about this mutual understanding. If a teacher is not

in perfect sympathy with his pupils, does not know the real significance and importance of adolescence and is not on free and intimate terms with his students he is not a fit teacher for the high school. He will fail to adapt the methods of discipline and instruction to the ever-differing nature of his pupils, try, perhaps, to adopt a college method in his teaching or an elementary-school method in his discipline, mistake perversities incident to development for evil intentions or marks of degeneration in his pupils, try to force various premature acquisitions on his pupils because of his own interest in these things, and, worst of all, he is almost sure to be in continual conflict with his students. The favorite teacher naturally does the right thing in the right way because he understands boys and girls. He is content with the slow process of normal development and willing that pupils should be boys and girls before they are men.

Young. Again, the favorite teacher was described as *enthusiastic, energetic, young*. This qualification is closely related to the one just described. In fact most pupils think that only young teachers are capable of understanding them. Several said in so many words that high school students preferred teachers who were young. Only two of the favorite teachers described were old both of whom were said to be "as young at heart as any girl in the class," while 72 pupils especially emphasized the fact that their favorite teachers were young. In describing these teachers the following expressions were used:

"He seemed to be one of us;" "was one of the boys;" "still remembered his boyhood days;" "remembered that he was young once himself and still seemed so to us;" "seemed to feel with the girls;" "to know how pupils feel about certain things and never forgot that she was young once herself and couldn't help having a little innocent fun once in a while;" "he looked at things from our point of view;" "placed himself in the pupil's place;" "a fellow could talk to him just as he would to one of the boys," etc., etc. A favorite way of pointing out the difference between sympathetic and unsympathetic teachers was to say that the latter "did not seem to realize that they ever were young and viewed everything as old men." As might be supposed this intimacy with pupils, so much admired, does not cause a loss of respect. A boy said of his best teacher: "He was young, and in a group of boys a stranger could not tell the teacher from the scholars but, notwithstanding, he commanded great attention and respect. In fact during the year I was in his class I never heard him have to call the class to order once." Many other pupils spoke of the respect students have for teachers who are on intimate terms with them. One boy said: "He was one of us but we felt more respect for him than for those teachers who relied on their own vigorous efforts to keep order."

Old teachers, as a rule, are disliked.

"I think," said a girl, "an old teacher should not be allowed to teach, because she is cranky and does not inspire her pupils as a young teacher does." "We all must grow old," writes another, "but

I do think some teachers have grown too old to teach. This may seem hard on them but it is the old teacher that we find it hard to get along with. They have taught for years and years and know so much about their subject that they get all out of patience with any one who cannot answer right up." "I think," said a boy, "that when teachers get old and crabbed their places should be filled by younger ones. They have had their turn and ought to give up their places to a younger person who can sympathize with young people and does not look on their natural fun as childish or as an insult against themselves." Another boy said: "Older teachers do not seem to realize that methods of teaching as well as times have changed and so keep on teaching in the same old way year after year. It is needless to say that the pupils suffer by this." Several said: "If the teacher is energetic, sympathetic, and young, the pupil is much more likely to succeed than he would be with an elderly teacher who has lost all sympathy with youth."

This qualification was emphasized in still another way. Many pupils in suggesting improvements for the high school (point 10 of the syllabus) strongly urged the getting rid of all old teachers and replacing them by young teachers who were strictly up to date, interested in their work, and thoroughly in sympathy with their pupils. A girl of 17 said:

"There is but one improvement which I would suggest, that is not to employ aged teachers, for when one gets along in years they cannot sympathize with the younger sex and cannot interest themselves in the things which appeal to young folks. Old teachers may be competent to teach," she adds, "but I believe they wholly lack that spirit, enthusiasm, and sympathy with youth so necessary for the welfare of the pupil." A boy writing on the same point says: "Some of the teachers need waking up so they will employ newer methods in teaching instead of getting into a rut and teaching as they have taught for the last fifteen years."

It should be stated, however, that the pupils did not mean by old and young a mere age distinction in the ordinary sense. According to them some teachers have never been young, others never get old. Being young in the student's own words means to be enthusiastic, full of life, up to date, thoroughly in sympathy with young people and their ways, to know how they feel, to remember how things appear to them and the like. "I don't think," said a girl of eighteen, "that high-school teachers, as a rule, are very sympathetic, for they never look at things as we do. They look with eyes of thirty or forty-five, while we see things in the light of eighteen." Being young is to have the knowledge and experience of thirty or forty-five with the faith, hope, and "eyes" of eighteen. It is to remain a learner and an adolescent all one's life. To be old is to be cranky, pedantic, old-maidish, behind the times, out of touch with the young, impatient and cross, to become indifferent, suspicious, didactic, set in one's ways, more and more the creature of habit and the slave to one's yesterdays, to lose interest in one's work and finally to

reach a sort of static condition where one ceases to grow and gets fat. The teacher who was described as quite an old lady, but at heart as young as any girl in her class, who was up to date in her teaching and knew just how a girl studied her lessons, her ideas about clothes and all her likes and dislikes, was young in the sense the pupils used the word, although she had taught in that school for over thirty years.

Interested in Work. Again, the favorite teacher is interested in his work. He never permits his interest and enthusiasm to lag. As one pupil expressed it: "Her whole heart and soul is in her work." One favorite teacher taught because he "loved the work, not until he could get married, as so many women do." Another "was interested in the class work herself and used all her efforts to make the work interesting to us." Another, "always took great interest in everything her pupils asked her about."

"Who can feel a pride in his work," said a boy, "when one's teacher begins the lesson indifferently and with a bored air? A teacher who keeps the lesson in narrow bounds," he adds, "and seems glad when it is over is never a favorite." "Ask ten pupils," said another boy, "which teacher they prefer, the one who enters into the subject with enthusiasm and life or the one who is indifferent and does not care how the lesson goes, and they will firmly stand by the first. The hour passes quickly with him and many interesting and important subjects are discussed. With an indifferent teacher one does not care to ask a question, fearing the wearied expression on the teacher's face and the 'you ought to know that' sort of air which always accompanies his answer." Another boy said: "A teacher who seems absolutely uninterested in his work never inspires students with enthusiasm or gets the best work from them. But if a teacher will show some interest in his pupils and his work, that teacher will not only gain the respect of his pupils but make them want to do their best work for him."

Scholarship. Another essential qualification of the helpful teacher is that of scholarship. No favorite teacher was described who lacked this qualification, while thirty-five teachers were especially commended for their "thorough knowledge of their subject," "their wide experience," or their "broad and accurate scholarship." Other things being equal the scholarly teacher is the favorite. What the pupils most seriously object to is scholarship divorced from common sense, mere scholarship without the ability to teach, or scholarship without those fundamental virtues which we all admire. The following phrases were used in emphasizing this point:

"She was a woman of excellent ability," "was broad-minded," "possessed a fountain of good common sense," "was far seeing," "extremely bright," "understood what she taught and made you understand," "was thorough," "had a broad and accurate scholarship," "a keen intellect," "always did her work well," "always knew what he was talking about," "had such a perfect knowledge of her subject that

she could not help making it clear," "knew his study thoroughly," "was intellectually bright," "thought and read a great deal which made her broad and sympathetic with all conditions," etc., etc. "Of all my teachers," said a girl, "the memory of one will outlive that of all the rest. It was not her character that attracted me, although that was strong enough, not her manners, although her ways fascinated me instead of calling forth my anger as the rudeness of so many teachers did, it was her intellect, her general knowledge that attracted me. There seemed to be nothing in her own or related subjects that she did not know. Every day after a talk with her I was filled with ambition to know more about this or that subject, and it was due to her that I did as much as possible to learn about these things." Of another favorite teacher a girl said: "She was never asked a question which she could not answer immediately, or tell you where you could find the answer to it."

The narrow specialist is never a favorite. "Some teachers," said a boy, "are wedded as it were to their subject, and are narrow minded enough to think that, regardless of the aim of the pupil, their particular subject above all others is important and should be mastered." Several said: "Their favorite teacher did not even know the meaning of narrow-mindedness."

Mere scholarship, however, is not enough. The helpful teacher knows how to impart to his pupils what he knows himself. By this ability to teach, the pupils did not mean, however, certain refinements of method, particular ways of presenting certain subjects, they meant that the teacher had the power to explain the ability to make the work interesting and seem significant, and could adapt it to the interests and capacities of his pupils.

"Even if you think you don't know your lesson," writes a boy, "he picks it out of you in such a way that you never forget it." Another boy said: "He explains things in such a clear way that no one can help but understand it." Another favorite teacher in explaining a difficult subject seemed to be able to give just the hint that enabled the pupil to surmount the difficulty. "Our most sympathetic teacher enters into his work with a zest," said a girl, "that is truly surprising. When he stands before his class he seems to permeate the whole atmosphere with his own earnestness and pleasure in the work, and everybody works as hard as they can to obtain the desired results. I think the secret of his success is that he makes his work personal, places himself on a level with the pupil and works the whole situation out with him." Another girl, after discussing the importance of a pupil getting started right in his freshman year, said: "If I had had a teacher during the first half of my high school course who could have given clear explanations himself, and who had understood how to make me understand (for that is what a teacher is for) I would have been saved much discouragement." These few quotations are typical of what the pupils think and show that it is the scholarly teacher, who at the same time knows how to teach, that the pupils select as their favorites.

The Teacher's Sex. No definite sex qualification was made although a number of things bear directly on this point. Out of the total number of students represented in this study 578 described some particular male or female teacher which they had

had in the high school. 161 of the remaining 303 were not asked to state the sex of the teacher described, the rest failing to do so. Of the 578 who stated the sex of the teacher described, 125 (32 boys and 93 girls) described a man as the best teacher they had had in the high school, while 352 (38 boys and 314 girls) described a woman as the most helpful teacher they had had. Only a few, 21 boys and 80 girls, described the worst teacher they had had. 33 of these unsympathetic teachers (described by 6 boys and 27 girls) were men; 68 (described by 14 boys and 54 girls) were women. That is, both boys and girls described twice as many unsympathetic female teachers as men. The girls described nearly three and a half times as many favorite female teachers as men while the number of favorite teachers described by the boys was about equally divided between women and men. According to the report of the commissioner of education there were in the schools represented, in 1902 (when these pupils were in their second year), 90 male teachers and 174 female teachers which makes the chances in favor of a female teacher being selected about two to one. So the fact that twice as many unsympathetic female teachers were described as men probably has no significance. That the boys described as many favorite men teachers as women when the chances were two to one in favor of their choosing a woman, and the fact that the girls described three and a half times as many favorite female teachers as males when they should have mentioned only twice as many, is significant and seems to indicate that the girls prefer women teachers while the boys prefer men. A number of the girls in their discussions, however, expressed a decided preference for male teachers. One girl said:

"I have only had three men teachers in my life but I can't help saying that I prefer women teachers." Another girl said: "Women as a rule understand young people, especially girls, better than do the men." Another girl thought that "female teachers were more sympathetic towards the girls and men teachers towards the boys." All the rest who discussed this point spoke strongly in favor of the men. "All my teachers," said a girl of 16, "have been kind but I do think gentlemen teachers have understood me best." "I do not know," said another, "of any very sympathetic teachers but I do think men teachers are the best. They show less partiality and are not so particular about little things." Another said: "I like men teachers in the high school better than women. All I have had have been inclined to be more sympathetic than any woman teacher I ever had. Women teachers are apt to be partial and cranky while men are the same to all their pupils." Another writes: "No woman teacher has seemed to take any interest in me while one man in particular always seemed to understand me without my explaining just how I felt. If I could have had him in all my studies I should have been a much better scholar than I am." "Masculine teachers," said another, "seem less sympathetic than women but they impress every subject on your mind more and you soon forget their sternness." The following quotation is typical of what many said. "One of my studies the first year I was in

high school," said a girl "was algebra. In this subject I had a man teacher the first one I ever had. As I was not accustomed to have a man teacher I was very timid at first, but my timidness soon wore away and I learned to like him very much because he was always willing to help me and was not apt to become impatient and cranky as women teachers are."

Although practically everything that was said on this point is in favor of male teachers, we cannot conclude from the facts at hand that they are more helpful for pupils at the high-school stage, or that they are generally preferred. True helpfulness seems to depend not upon the teacher's age and sex but upon the qualifications and qualities of character possessed. According to the students' reports, either sex may be truly helpful to both boys and girls. Nevertheless, the facts and quotations cited above are significant. Male teachers *may* possess more of the characteristics, which high-school students find helpful and admire, than female teachers do. Especially does this seem to be true for the boys, but nothing conclusive can be said on this point.

Appearance. No appearance qualification was made. The appearance of only a few favorite teachers was described, and these in every case were said to be homely but model teachers nevertheless. In all other cases, where the teacher's appearance was mentioned at all, it was only referred to in a general way by the use of some such expressions as these: "He was of commanding appearance;" "Had a strong personality;" "By his very appearance he commanded obedience and respect;" "She had an attractive personality which made it easy to approach her;" "He was a man of commanding appearance, stately and tall," etc. No one said their favorite teacher was handsome, beautiful, neat, attractive, good-looking, and the like. So it would seem that the appearance qualification so strongly emphasized and demanded by pupils in the lower grades, as brought out by the study of Kratz, (13 p. 414) is not so important at the high-school stage. Important as a teacher's manners and appearance are, high-school students seem to look deeper than these mere surface things, and while it may be said that the nature of the exercise was such as would hardly call for a full expression from the pupils on this point, still the fact, that not a single pupil mentioned a teacher's appearance as a necessary or even important qualification, while Kratz found neatness and appearance the most important qualification of the favorite teacher for pupils in the grades, is significant. High-school pupils seem not only to appreciate but to be accurate judges of a teacher's real worth.

To state the requisite qualifications of the pupils' favorite teacher in a word we may say, 1. That he possesses the traits of character described in Section 1. 2. That he thoroughly

understands boys and girls and is in perfect sympathy with them. 3. That he is enthusiastic and young. 4. That he is interested in his work and is never indifferent. 5. That he is a scholar and student and knows how to teach. The matter of appearance and sex was in every case made subordinate to these.

3. *What the Favorite Teacher Does. His General Attitude.* The one thing for which all students yearn is encouragement. Every pupil strongly emphasized this point. "Instead of continually telling a pupil of his faults," said a girl, "the teacher should speak a few words of encouragement. It takes but little to satisfy one's longing for well-merited praise and those teachers who never inspire a hard working scholar with a word or two of hope and cheer are utter failures of what a teacher should be." "I do not think it right," said a boy, "to have a teacher condemn a pupil before the term is half over telling him he had better give up, that he is a failure. If some teachers were a little more patient and would give backward students a little encouragement they would find them more apt to learn. In my experience I have always succeeded best with the teacher who gave me some encouragement." The following sentences are fairly typical:

"To know," said a boy, "that I would have the sympathy and help of the teacher if I should fail after I had done my best, has often given me new zeal to go on." "One teacher," said another, "especially encouraged me and I worked harder for him than any teacher I ever had." "An encouraging word," said another, "always stirred me to greater effort." "Nothing helps a student more," said another, "than to know that the teacher is in sympathy with her and that she realizes the difficulties that have to be overcome in school life. I have heard teachers say in speaking to a scholar who has not succeeded in passing an examination, 'you have no one to blame but yourself. It is not my fault.' While perhaps it has never entered the pupil's mind to blame the teacher at all. If instead of this discouraging speech the teacher would say nothing at all, or better, if she would give some encouragement, it would be a great help to the scholar. On the other hand I knew one teacher, who always showed an interest in the welfare of her pupils. When she was reading our grades in an examination she would always tell those that succeeded that she was glad they passed the examination, and to those that were so unfortunate as not to pass, she would always say: 'Well, you know you can have another trial, perhaps you will succeed then.' It is the last kind of a teacher that is the favorite in all schools."

Two hundred and eleven teachers were chosen as favorites chiefly because they were always ready and willing to give their pupils the right sort of encouragement. Of these teachers the boys said:

"He helped and encouraged me;" "when you fell below in your work he spoke to you in a very encouraging way;" "if you wished to make up some work he would stay after school and

aid you;" "she always showed me how I might improve;" "he always had time to speak to a pupil no matter how busy he himself might be." "Although she had lots of things to attend to she was always willing to help you out of your trouble without making you feel as if you were the most stupid thing on earth."

Similar expressions were used by the girls. "He is always willing to help you cheerfully without a bored expression on his face;" "gives you a little encouragement when you are working hard at a difficult task;" "greets you with a kindly smile or word wherever she meets you;" "nothing is too much for him to undertake if it will help us along;" "he is always planning things which will help us when we leave school;" "if the girls have several long lessons any night she makes her lessons as easy as possible;" "she tells me in such a kind way when I am not doing as well as I might that it always encourages me;" "she understands my failings and points them out to me in such a way that I can correct them;" "she assisted me in my work when I was ill;" "gave me helpful little talks which developed my character;" "always seemed ready to listen to me when I had any difficulty;" "gave encouraging words to a weary and discouraged student;" "never gave one the idea that she was too busy to answer a question or acted bored and worried when asked to explain a subject;" "if my work was poor she said so but always with a word that helped me to try harder next time;" "she is always ready to come early and late if by so doing she can show us a kindness," etc., etc.

Just how this needed encouragement and help was given was not stated in every case, but the thing upon which all are agreed is, that it is the pleasant, cheerful, optimistic teacher who encourages his pupils most. To use the students' own words, it is the teacher who "always has a pleasant smile or remark for you when you pass her in the halls," who "always had something pleasant to say to you when you entered her room," who "entered into her pupils' fun with a vim and seemed to enjoy it," who, "wherever she went, always seemed to leave a little of her happiness behind," that is the general favorite and able to give the needed encouragement. A number of specific things were said to be especially discouraging. A girl of 18 said:

"It is always discouraging for a teacher to say "It is immaterial to me whether you finish the subject or not." Another said: "No student can study when a teacher is cross or continually tries to show him how stupid he is." The same thing was often stated in a negative way. A boy said: "She did not make you feel that you knew absolutely nothing and that she was looking down on you in very great condescension." "When I first entered his class," said a girl, "an entire stranger in the school, he didn't spring a lot of questions on me at once, but gave me a few days in which to become accustomed to my new surroundings. By calling me by my given name he made me feel at home but he did it in such a quiet way that it did not seem familiar. When I made a mistake in class he corrected it in such a way that it prevented my feeling humiliated and wanting to cry because I had been so stupid. He treats his pupils as his equals and talks with us as if we were as old and knew as much as he."

Treatment of Pupils. In all his dealings and intercourse with his pupils the favorite teacher is *reasonable*, *fair*, and *just*, even

patient and *kind*. Justice received special emphasis. Eighty-five of the sympathetic teachers described were especially commended because they were so fair and just. "He used me fairly," "was always perfectly square with me," "fair to all," "treated everybody alike," "had no favorites," "was impartial," "just in everything," "one of the fairest men I ever knew," "the same to every individual of the class," and the like expressions were used. As one boy put it, "All knew where to find him."

Much was said about a teacher being reasonable. The teacher who is unreasonable in his requirements of work is never a favorite. Of one favorite teacher it was said: "He makes us work hard, but does not cram us with work." Of another: "She makes us feel at ease and above all is not unreasonable in her assignments of work." Another did not make the lessons so short and easy that the pupils did not have to work hard, nor so hard that they could not get them, but was always reasonable. In fact, nothing was more seriously condemned in a teacher than this lack of consideration, assigning and requiring more work than pupils were able to prepare. One girl said of her favorite teacher:

"She did not think a pupil should know everything just as she knew it herself." Another: "She did not place me on a level with herself and think I ought to know as much as she, but remembered that I was a scholar and she a teacher." One girl said: "Frequently for some good reason one is unable to prepare a lesson, but some teachers think you should have found time. They are unreasonable, either not understanding the difficulties of the other lessons we have to prepare, or not considering them when giving out their own." A significant fact here is that nearly all who emphasize this point say they like a teacher who is not easy in his requirements of work. The unreasonable teacher seems to think that "the subject he teaches is the only one the pupil has to prepare and expects his students to concentrate on his subject above all others, whether he makes it interesting or not. Forty students said their best teacher "was considerate in all his dealings with his pupils," "never expected nor demanded impossible things," "adapted his requirements to his students' abilities." The following sentence is typical: "I once had a teacher," said a girl, "for whom it was a pleasure to do even hard, tedious work, because he never seemed to expect impossibilities from us; but he always gave us plenty of work and expected us to do all we could do."

Another point brought out in the favorite teacher's treatment of pupils is that he allows for individuality. As a boy of 17 expressed it: "A teacher who treated our class of thirty not as thirty machines but as thirty pupils with different dispositions, natural inclinations, handicaps in health, etc., was my favorite."

"I have had one teacher in particular," said a girl, "who was very sympathetic with his pupils. He kept in touch with them, studied them, remembered the personality of each and did not treat them as

a row of sticks. He made allowances for different dispositions, realized that the study was harder for some than for others, that some pupils had more work to do than others and therefore did not expect the same sort of work from every one. When we did not know our lessons he did not act in an indifferent sort of way, but made us feel as if every time we failed it offended him personally. I hardly need to say that we seldom failed." "Many teachers treat all scholars alike," said another, "in fact they treat them as so many machines. Perhaps this is unavoidable in a school like this where the classes are very large. However, a teacher can to some extent, at least, adapt himself to the different pupils. The one who does this is the one that is liked."

In the second place the pupils' favorite teachers have confidence in their students, put them on their honor, believe in them and trust them. Of more than fifty favorite teachers was it said: "He trusted me," "had confidence in me," "appealed to our sense of justice," "made me *feel* she trusted me," "put us on our honor" and the like. "Let a pupil see" said a boy, "that you believe in him and he will seldom disappoint you." Another boy, after discussing various qualities and acts of his favorite teacher writes:

"He was not continually spying upon us but put us on our honor. He said if a pupil wanted to cheat they would do so regardless of the teacher. Thus he achieved better results than those teachers who are so very watchful, for very seldom did any one abuse his confidence. It made us seem men and women to be put on our honor." Of another favorite teacher it was said: "If during an examination he is called from the room, he will rely upon our honor and not send some one in to see that we do not cheat. This is a very wise plan for during his absence no cheating is done."

As a few investigations have shown (17, p. 795) and as every experienced school man knows more teachers fail in the high school because they cannot govern their pupils than from any other one cause. No more fatal mistake can be made by a teacher than to try to adopt a primary school method of discipline in the high school. The teacher who attempts it is never a success. He is first disliked, then tormented and worried as much as possible, and eventually despised by every pupil in the school.

"I have been very fortunate in having good teachers in the high school," said a boy, "but one teacher I had last year seemed to like a primary school method of teaching instead of a high school method. His reason was that the fellows acted as primary school children. If they had been treated like high school fellows they would have acted quite differently." "I think," writes a girl, "that if a teacher places some trust in the scholars and asks them not to do such and such a thing she will have a great deal more power over them than if she keeps constant watch over them and tells them they must do this and must not do that." Another girl said of a certain teacher: "She had perfect trust in us and even those who cannot ordinarily be trusted feel that since one puts so much confidence in them they must be worthy of it." Another girl said: "If you asked to be excused from

a lesson and gave a reasonable excuse she would place herself in your position and not ask a dozen questions concerning it. She had entire trust in her pupils and therefore was liked and the year spent under her direction was a pleasant one."

The whole matter of suspicion comes in here. Of a teacher very much disliked a boy writes:

"She seemed to think it necessary that you should swear to everything before she believed you. When a teacher is like that a fellow does not feel like helping her." Another boy writes: "Most scholars if they feel that one trusts them feel very low and sneaky if they do anything wrong, while, on the other hand, if a teacher is always afraid that a pupil is going to cheat and treats him as though he thought he could n't trust him, the scholar is very apt to live up to the teacher's trust. That at least, is the way I feel about it. For instance, in an examination I took not long ago the teacher said he was going to the library and wanted to know if there were any questions before he left. He went and no cheating was done. If any one had cheated they would not only have been sneaking but would have felt sneaking. This same teacher seldom watches us during an examination but usually reads or does some writing during the time. This leaves the scholars on their manhood and makes it so they can cheat very easily, but there is less cheating in his class than in any other class I know of. In one or two classes I am in, the teacher is always walking around to see what cheating can be found. In her classes the most cheating is done and worst of all nobody feels sneaking about it." Then after giving two concrete cases where, as he thought, the manhood of the boys had been violated (which he said always angered the boys very much), the same boy concludes with the sentence: "After thinking about all these different events I think all must agree with me in saying that the best way to control and get along with high school students is to place them on their honor."

Every pupil who touched upon this point exactly agreed with the sentiment the last boy expressed. There wasn't in all the papers so much as a sign of a dissenting vote. No teacher can afford to neglect the suggestions the pupils have made.

Again it was said that the favorite teacher treated his pupils like young ladies and gentlemen, never like "babies," "mere children" or "pupils in a grammar school." The boy who said, "nothing is so humiliating to me as to be treated as a child," stated how the pupils all feel.

"There is a vast difference in the attitude of teachers towards their pupils," writes a boy. "Some treat us as high school students in a frank open way while others treat us more like grammar school pupils or with a superior air. I have had teachers of both kinds and I must say the first class is far better liked and have a much easier time of it." Another boy said of his favorite teacher: "He treats each scholar as a lady or gentleman, not as a person to be continually watched. I have had teachers," he adds, "who spent a good deal of time telling us that we were gentlemen and the rest of the time trying to catch us breaking the rules. I need not say that such a teacher is neither respected nor liked."

A thing which boys especially dislike is for the teacher to display his authority, or to continually make them feel that he

is their superior. Their ideal teacher is in every way their superior to be sure, but at the same time he is also "one of them," and "a leader of the boys."

"The teacher who helped me most," said a boy, "is Mr. —, who shows by his example both in school and out what is the gentlemanly way of living. He treats the fellows as though they had as much right in the world as he. What I most detest in a teacher," he adds, "is his carefulness to remind you that he has power over you and will use it at the least provocation." Another boy, after describing his best teacher, said: "Another thing which made a great many respect him, especially boys, was that when he was speaking to you he seemed to place you on the same level with himself and not as a pupil almost entirely under his control."

The girls insist that pupils must be trusted, put on their honor and treated like young ladies and gentlemen quite as strongly as the boys, and think with them that few pupils will break the trust a teacher places in them. However, on the question of a teacher displaying his authority a sex difference is noticeable. The girls do not seem to object so strongly to a dictatorial or authoritative attitude on the part of the teacher as do the boys. They like the teacher who, in the words of a girl of 19, "appeals not to our sense of helplessness but to our sense of honor," agree with the boys that such a teacher "makes some honorable who were not so before," and often say that "when a teacher trusts his pupils there is less temptation to cheat and do wrong than when the teacher is suspicious and thinks they are too bad to do anything good," but all their descriptions go to show that they are less jealous of the teacher's authority than the boys.

Ninety-six pupils especially liked the teacher who "took a personal interest in his pupils," who was not merely a teacher but a "companion," a "confidant," a "friend." Many girls said of their favorite teacher: "She is one of my very dear friends." Others spoke of their favorite teacher as "taking their interests to heart," as being "interested in everything his pupils did," as "always ready to advise them," as "interested in all his pupils' affairs."

One teacher seemed so interested and ready to help "that all felt free to speak to her about their lessons." Another appreciated all her pupils' work and was interested in what they were to do after they left school. Another told her pupils just how they had best go about studying the different subjects to be taken up. Another took such a personal interest in her pupils that she took the trouble to find out their natural abilities and something about their home lives. Another brought herself in close contact with all the griefs and troubles which beset her pupils, enjoyed their fun and was willing to do anything to increase their pleasure. Another, "by his interest and kindheartedness won for himself the respect and admiration of all his pupils." Another, "seemed to be as interested in her pupils' work as they were themselves." Another favorite teacher "thought of her classes as a num-

ber of individuals and took a personal interest in each, treating them as friends." A girl of 18 said: "While in the high school I have had one very noticeably sympathetic gentleman teacher whose cheery good morning, keen interest in your welfare, anxiety for an absent or sick member of his class, deep interest and sorrow at a student's failure in recitations or examinations, and continuous kind treatment, was an inspiring exhortation for every pupil to do his best. But, on the other hand, one of my lady teachers was so uninterested she did not recognize a pupil in the school building or on the street and showed little interest in our welfare. I do not speak unknowingly, for two pupils, a boy and a girl, are known to have left high school on account of her, and she so discouraged me that I have had hard work to continue in school and go on with my studies. It is the teacher who shows a personal interest in our work that we will think of after we have left school."

The most significant thing about this whole matter of interest is its dynamic quality. The pupil's favorite teacher not only possesses certain qualifications and qualities of character, he continually does the right thing. He is liked not so much for what he is as for what he does.

The girls, it seems, like to be praised when they do good work, but mere meaningless flattery is disliked.

"The surest way to understand a student is to show appreciation of his ability," writes a girl. "Even if he is not the brightest scholar, there is sure to be some one thing in which he does well. Every boy and girl has his or her forte. If the teacher is willing to see the good points in a scholar's work and then will not hesitate to praise him privately for his success, that scholar will always enjoy both teacher and school." Another girl said of her best teacher: "There was one thing for which I admired her, that was that whenever a pupil recited well he was always sure of a due amount of praise, which goes a long way with a pupil." Another girl said: "She seemed to know when I felt discouraged and would give me a pleasant word at just the right time which always made the world look brighter to me. When I was fretting about my physics she would tell me that I was doing better in physics which little praise made me work harder and succeed." Another girl said: "She required all work done thoroughly but when it was so prepared she was always willing to give the proper amount of praise and credit for it." The boys never speak of desiring praise and seem to be encouraged in a different way.

Teacher's Attitude Outside of School. The favorite teacher's attitude outside of school can best be stated in the pupils' own words. "She is the same in school as out;" "Takes an interest in us outside of school;" "Outside of class she talks about things that are of interest to me;" "Shows great interest in her pupils' friendships as well as in their school work;" "When out of school she talks to her pupils as if they were her equals in knowledge, which means a great deal to a bashful student;" "She often had talks with her pupils outside of the classroom;" "She was interested in what every scholar intended to do after they left school;" "She seemed to delight in knowing

just what interested each student most in her life outside of school." The following quotation is a typical one:

"After thinking of the various teachers I have had," writes a boy, "I have decided that a man about thirty years old was the most sympathetic. He is kind and considerate both in and out of school always ready to appreciate a joke in its right place but never allowing any undue confusion in his classes. When a pupil reciting became "rattled" he did not further his condition by "cracking" jokes at his expense and other methods which certain teachers use to try to add to the pupil's embarrassment. He never has such bad order in his classes as other teachers do yet he has the selfsame pupils to deal with. This is because outside of school he shows great interest in the doings of the scholars and freely mingles with them."

The Favorite Teacher in Class. In class the helpful teacher makes all the work interesting and enjoyable. He explains a great deal, suggests, leads, directs, works with his pupils instead of lecturing or demonstrating everything to them. He is original in his methods, the slave of no fixed ideas about what he should do, is strict and exacting in his requirements of good and honest work, yet reasonable in all his demands, keeping ever in mind what students are able and should be expected to do. He carefully distinguishes between the essential and the non-essential things and is never cranky, pedantic, over-strict, or too particular about little unimportant things. Sixty-one students especially emphasized the fact that their favorite teacher made all his recitations pleasant and interesting. Typical phrases are:

"He never allows a recitation to drag;" "Makes all lessons so interesting that they are looked forward to with delight, so pleasant that instead of watching the clock to see how many more minutes we have to stay, we wish it would last twice as long," so interesting "that we cannot help but listen to all that goes on, and are extremely sorry when the bell rings," "so attractive that I always feel awake and interested in her class." Of one favorite teacher it was said: "She made her subject the looked-for subject of the day." Another "threw so much ardor into her work that what was dull became interesting and what was difficult was conquered to please her." Many said: "I know from personal experience how pleasant and interesting a teacher can make a distasteful study."

Just how this interest in the work was aroused or what was done to make the recitation enjoyable was not in every case discussed. One girl said:

"Every day she brings a bright smile into class. Over the rough roads of knowledge she scatters funny stories and so makes the lessons we thought dull full of interest and life." Another teacher "made the lesson seem more like a very interesting discussion, in which every one was expected to take part, than like the reciting of a carefully prepared lesson, in which every one must have the same opinion on the subject or be wrong." Another "made many explanations and had many different subjects brought up during the hour which made the lesson less monotonous." Another "had a very

taking way about her." Another "presented the lesson each day in a different way." Another teacher's classes were made interesting "by her pleasant manner and method of teaching, her pleasing tone of voice, ready smile, and the clear, direct and pointed questions she asked." Another teacher "was always careful that pupils did not become tired of their subjects and made her lessons attractive by encouraging short discussions and permitting pupils to think for themselves."

Clear explanations, originality, much free discussion, the attitude and manner of the teacher seem to be the vital things in making the school work pleasant and interesting. The mere hearing of lessons or the method of asking set questions and getting parrot-like answers from the pupils, instead of stimulating them to think and work out the situation for themselves, was severely condemned. Only when the pupil is active and does the thinking, while the teacher is suggesting, guiding, and directing, is the recitation pleasant and interesting for the pupils.

From the foregoing reports of what the favorite teacher does we may infer that a teacher is liked more for what he does than for what he is. The pupils' favorite teacher's whole attitude is one of encouragement and helpfulness. This encouragement and help he is able to give because he understands boys and girls, because he is healthy, optimistic, patient, considerate, kind and just, because he treats his pupils like young ladies and gentlemen, instead of like children or pupils in a grammar school, because he trusts them, believes in them, allows for individuality, is specially interested in their welfare and work, studies them, is on intimate terms with them, makes his recitations interesting and enjoyable, suggests, explains, leads, guides, directs, in the pupils' own words because he does "what helps them most."

III. The Unsympathetic Teacher Described.

What was said about the 101 unsympathetic teachers described stands in striking contrast with the foregoing account of the favorite teachers. These unsympathetic teachers were said to be the most unpopular, least helpful, worst high-school teachers the pupils ever had. They continually discouraged their pupils and were an actual hindrance to them. Instead of being liked and respected they were actually despised. In a word the description of the unsympathetic teachers gives us a yet clearer idea of what the ideal or model high-school teacher should be.

Their Character. In describing these unsympathetic teachers the whole vocabulary of evil connotation was employed. They were described as disagreeable, unpleasant, hard to please, nervous, irritable, suspicious, over-critical, too particu-

lar about little things, overstrict, cranky, quick-tempered, sour, curt, sarcastic, cross, harsh, overbearing, impatient, hasty, gruff, blunt, thoughtless, unreasonable, cold, haughty, distant, reserved, as easy-marks, as "too lenient or too easily worked," as "not being able to enjoy a joke," as "seldom laughing," as "chronic grumblers," as "always ready to ridicule, to make fun of a pupil's ignorance or to find fault," as "selfish," "unobliging," "indifferent," "caring nothing for the interests and opinions of their pupils" and the like. "I had a teacher once," said a girl, "who was as cold as ice; she was even correct; could not laugh at a class joke; thought everybody must stay strictly to the path of duty and never swerve; took no excuses and worst of all, seemed never to take your word for anything, but always looked at you with calm unbelieving eyes and was forever playing the policeman. Such a woman loses for me all interest and I can give her no respect." The quotation is typical and shows what an unpleasant teacher is likely to do.

One unsympathetic teacher "seemed forever to be watching for an opportunity to ridicule." Another "made the writer's most intimate friend cry day after day because she had been making a laughing stock of her before the whole class." Another always made some kind of remark "as to the dumbness of the pupils" when some one was called on in class for something she did n't know. Another, "by his cutting sarcasm always incited such fear that the writer if called on to recite could do nothing but blunder through the lesson no matter how well she had prepared it." Many told how pupils would refuse to recite because they would rather be marked zero on a recitation than run the risk of being ridiculed before the class or have the teacher make some sarcastic remark at their expense. One girl said of a certain teacher: "She was so curt and sarcastic that half the class, when they knew the answer to the question, hesitated to give it for fear of having a joke made at their expense." Another teacher was "so hasty and quick tempered that a large gap always existed between her and her pupils." Another "was a good teacher but too quick to accuse a pupil to be liked."

Over a fourth of the unsympathetic teachers were said to be extremely sarcastic. The student's question: "I wonder if teachers realize how sarcasm will do more to discourage a pupil than anything else?" is significant. One pupil speaking of a sarcastic teacher said: "If I had not particularly liked the subject she taught she would have killed every spark of interest I had." Another girl said: "No matter how carefully you prepared your lesson she would invariably make you stumble and then ask in a most sarcastic tone, if you called *that* a recitation? It is very discouraging to say the least."

Qualifications. The unsympathetic teacher first of all fails to understand boys and girls. Of most it was said: "They could not understand them," some "did not try." This, from the pupils' point of view, is a very serious defect. No qualifi-

cation, not even that of character, is so important, for no teacher can be truly helpful to his pupils unless he understands them and wins their confidence and respect. Hundreds of concrete cases of failure in this respect might be given, ranging all the way from the simplest cases of misjudging a pupil's ability through the cases where the teacher is wholly unable to look at things from the student's point of view and to understand their efforts and difficulties, to the most serious, and for the pupils tragic, cases of misunderstanding of their conduct, motives, individual peculiarities, natural defects, adolescent traits and the like, that could possibly arise. We can merely mention some of the more important ways in which pupils were misunderstood. There was first a class of teachers described who misjudged their pupils' ability, who, as one pupil put it, "think we ought to be just as brilliant as they," who "expect and demand from us all sorts of unreasonable things, because they have no idea of what a pupil should be expected to do." Of his geometry teacher a boy writes:

"She seemed to have no idea of its difficulty for me." Another teacher "was angered by a person of slow comprehension." Another "did not seem to realize that the study he taught was hard for me and that it was with the greatest difficulty that I got it." All cases where the teacher failed to understand the pupils' endeavors, thought they did not study at home because for one of a hundred reasons they could not recite well in class, where dullness was thought to be due to a lack of application and study, all misjudgments of ability and application were named and fully described. Several scores of teachers were described who were, to use the pupils' own phrase, "most unreasonable in assigning lessons." "If I should ever become a teacher," said a girl, "I would be as earnest as some of my teachers are to have the scholars do good work, but I sincerely hope that I would never forget that there are other teachers besides myself who wish their lessons done well. From the number of such teachers that were described it is safe to conclude that this form of selfishness, as it was called, is rather widespread.

Many cases of nervousness, timidity, sensitiveness, slowness of speech, lack of confidence and other adolescent traits were not understood by teachers of this type.

One pupil was nervous, the teacher thought it stubbornness. Another laughed because she was nervous, the teacher thought she did it to be noisy. Another had been of a nervous temperament since childhood and had great trouble in keeping still in school. "When not studying or listening to persons speak," she said, "I am very likely to get into mischief. Most teachers think it purely a love of mischief that makes me act so in school. In class if I don't happen to be particularly interested my thoughts wander and I am awakened from my dreaming by a lecture on inattention and lose my grade for that day." All forms of extreme sensitiveness, where a sharp word makes a pupil "perfectly miserable," where the pupil is "afraid to express herself fearing she will make a mistake," belong here.

One of the most general complaints made by the students was that they could not "put their thoughts into words," "could not readily

and quickly express themselves," "could not collect their thoughts when suddenly called on to recite," "did not have the words to tell what they knew," "could not make themselves clear," etc., etc. This many teachers did not understand. They took this inability to express themselves as a sign of ignorance or lack of study. One girl said: "I know what I want to say and how to say it but can't say it. The teacher thinks I don't know my lesson and regards me as little better than a dunce." "I have always been very nervous," said a boy, "and it has seemed to me at times as though I really had nothing in my head when teachers suddenly asked me a question. I might know my lesson thoroughly but I just could n't answer. I am all right if I can raise my hand and get called on in this way. It is the calling of my name I presume that frightens me. I have had two teachers both happening to be men who understood my case and were very kind and helpful to me. When I knew they understood me I seemed to do better."

Quite as often are the pupils' motives misjudged.

"One of the gentlemen teachers in the school," said a boy, "seems to think I am a hardened offender and do not intend to do right because, at times, I impulsively whisper and laugh. This is not true. It comes natural to me and I regret it as soon as I have spoken." "The teachers in high school," said another boy, "do not, as a rule, look upon the misdemeanors of the pupils in the right way. They take everything too soberly, and many cannot even enjoy a joke. Some, however, are not so over-strict, and the pupils have a great deal more respect for them than for a cranky one." A girl said: "When you are studying a lesson in school you often look off dreamily into the distance to think of what you are studying. Many teachers call this wasting time and lack of attention to your studies. When you try to explain they say they can tell whether or not a girl is really studying." One girl always blushed when anything went wrong and so deceived her teacher who thought she was guilty and often accused her of things she did not do. Many complained that teachers thought they were loafers and did not care for school or anything when they really did.

The following cases are typical of several hundred instances of misunderstanding that were described.

A certain girl had been cheating for months until it had become the common talk of the class. One girl told the teacher at the suggestion of her classmates, when she was curtly informed that her assistance was not needed in managing her class and told to attend to her own examination. Next day in class this teacher gave a lecture on tattling and hoped she would not meet another case of it in her class. A girl of 17 writes: "Since I have been in the high school I have come across but one teacher whom I consider a hindrance to me rather than a help. I do not think she means to be, it is only that she does not understand me. Quite often when called upon to recite, before I would have a chance to answer the question, she would give me a long lecture on the way in which I stood or on the position in which I held my book. By the time she finished talking all knowledge of the question would be gone and the recitation marked a failure. I think this teacher thought she was doing this for my good, but in many cases I would make a voluntary failure in preference to getting up and being made sport of for the benefit of the class." The opposite attitude was described by a boy of 18. "This lady (speaking of his favorite teacher) I think understood me as few teachers have. If

called on to answer a question when I could not at the instant formulate my thoughts she did not peremptorily tell me to sit down as some teachers have done, not seeming to care whether I could make my thoughts clear or not, but waited until I collected my thoughts and could say what I knew all the time. . . . ." "The teacher who understood me least and bothered me most," said a girl, "was a man who had from the first an idea that I was very lazy and never studied the subject he taught, and so antagonized me as much as possible. Of course I did the same by him as is the fashion of human nature in the pupa stage. I studied his subject as little as possible, annoyed him as much as I could, so, as a result, we were at swords points throughout the year. I once made an attempt to conciliate him and end the strife, but he thought I was only trying to be impudent and things got worse and worse."

One of the necessary qualifications of the favorite or most helpful teacher was that he was "energetic," "enthusiastic" and "young," "one of the boys." The least helpful teacher was often described as old, "old-fashioned," "old maidish," crabbed, cranky, crusty, and "out of date." Boys especially dislike teachers of this sort. One boy said:

"My most unsympathetic teacher was a crabbed old man who never showed a scholar what to do. . . . . He was universally hated and when he left there was great rejoicing." Another boy in describing his worst teacher, said: "Picture any crabbed old maid. . . . . It seemed that she always tried to pick my faults no matter how hard I tried. At last I gave up all hope and stopped school until she was married at the age of forty-six." A girl writes: "I don't think old persons can understand younger ones very well. Most of the teachers in our school are old maids and don't understand us. They wonder why we are overjoyed at having a holiday and think we should be sorry." Another girl said of a teacher disliked: "If a girl has a little life in her and likes a little fun she dislikes her." "Although the teachers in our high school," said a boy, "are considered very efficient, it seems to me that many of them have followed the same routine and taught the same studies in the same old way for too long a time. In fact many of them are too "old maidish" to have much interest in us or to do us any good. A few treat us like dummies and seem to think their only duty is to never fail to mark down the kind of lesson we recite."

Instead of being interested in his pupils and his work the unsympathetic teacher was described as indifferent.

One teacher "never seemed to care whether his pupils failed or not and often inferred that he got his pay whether we learned anything or not." Another was described as "too well satisfied with himself," as "caring nothing for the opinion of his class. When they complained he took it with a stolid indifference which only aggravated them." Another teacher "never seemed willing to tell you anything about your work outside of class and sometimes would walk out of the room when you were in the act of speaking to him. As a consequence pupils dreaded his classes and avoided them as much as possible." Another teacher "was wholly indifferent to his pupils, didn't give a snap whether you got through or not. Made such remarks as these: 'It 's immaterial to me whether you get through or not. It doesn't affect me.' " "Another (indifferent) teacher in-

stead of correcting you when you got a part wrong in recitation sits there with an expression of 'well, I always thought you did n't know anything but now I know it,' and calls on some one else. Say what you will," this writer adds, "such teachers have a discouraging effect on their pupils."

In his treatment of his pupils the unsympathetic teacher discourages rather than helps. Instead of being pleasant and optimistic he is pessimistic and soured on the world; instead of giving the right sort of encouragement he scolds, grumbles, criticises and finds fault; instead of being reasonable, fair and just he judges his pupils "before he knows the facts," makes all sorts of impossible demands, misunderstands their motives and acts, is not only unfair but unjust; instead of trusting his pupils and treating them like young ladies and gentlemen he is habitually suspicious of every one, won't believe what they say, "goes about trying to find some one breaking the rules," treats his pupils like "babies," or "little children," or "pupils in a grammar school," "vaunts his power in their face," "noses around in other people's business," "treats his pupils as though they were mere machines." Only one or two typical quotations can be given.

One teacher "made pupils miserable because he laughed at their embarrassment." "Another teacher," said a boy, "instead of being helpful and inspiring me to do my best caused me to despise and finally give up my study simply because he never gave me any encouragement." Another teacher was of the solemn type and never gave her pupils any encouragement but daily told them of their faults which did much harm the writer thought, because, he said, "chronic fault-finding will harden any one." Another teacher always criticised and never gave a pupil an opportunity to express their own opinion, stating harshly when any difference of opinion came up "you are wrong." "He seemed to think," the writer adds, "that he was there simply to correct mistakes, not to help us keep from making them." Many teachers were described who would not trust their pupils. "I do not know why it is," writes a girl, "but I have one teacher who has never understood me. He is the only teacher that I can't do well with. He has never trusted me and he is the only person I ever knew that doubted my word. Whenever I have made a recitation to this man he has looked at me doubtfully, questioned me and occasionally asked: 'Did some one tell you?' I have never been able to find out why he does n't trust me, but I have learned that he is that way with many other pupils. Any one disagreeing with him is called 'ignorant' or 'impudent.'"

Again, in recitation, the helpful teacher makes the work interesting, enjoyable and clear, studies his pupils, leads, guides and directs them, actually showing them what to do instead of lecturing and demonstrating everything to them. He is original in his methods, easy to approach, on intimate terms with his pupils, strict and exacting in requiring good work, yet knows well what pupils are able to do and what he may reasonably expect from them. The unsympathetic teacher by

his very manner and methods of teaching makes the lessons hard, dull and disagreeable. He can't make the work clear, makes impossible demands, "reminds pupils of their faults when they are doing their best," makes them feel "ill at ease," "is continually inciting fear," "can't keep order in class," "makes fun of a pupil's ignorance," "ridicules before the class," "seldom laughs" and the like. One of the most common complaints made was that "the teacher did not explain things as he should."

One teacher was described as knowing his subject very well but as having such an abrupt way of dealing with those who did not perceive his meaning readily, that he was universally disliked. Another teacher "knew the subject she was attempting to teach herself but lacked the power to convey her understanding to others." Several teachers were especially disliked because "they could not control their class and furnished no inspiration to make one study." Over and over again it was said: "Her explanations were not clear enough." One unsympathetic teacher "taught her subject but nothing outside of it. Each day's lesson had to be learned off by heart. She taught the rules of the book as they followed, regardless of the nature of the pupil. Sometimes there were parts of the lesson that were not prepared because they were not understood; but even in such cases no encouragement was given. The pupil had to pay the penalty." The boy's statement that there are times when pupils, instead of being scolded should be encouraged, is significant.

IV. Influence of the Sympathetic and Unsympathetic Teacher.

In a recent study of "Why Pupils Drop Out of the High School" (*Ped. Sem.*, Vol. XI, p. 204), it was found that without being asked for a remedy the pupils said that good teachers, such as the favorite teachers just described, could do more than all other things combined to keep the boys and girls in school. It is because the teachers are not sympathetic that pupils lose interest in their studies, become discouraged and drop out. The same students who described their best and worst high-school teacher as presented above, discussed at great length the ways in which the high school had helped them most (Point 2 of the Syllabus). The benefits derived were so great and so lavishly described that it would be a lasting consolation to any teacher to read what the pupils wrote on this point. The good received can in almost every case be traced directly to the influence of certain teachers in the school. Again the discussion of the fourth point of the syllabus (some points in which I have been misunderstood), by the same pupils, is a long story of the mistakes their teachers had made and the evil effects resulting therefrom. In a preliminary study two hundred first and second year high-school students in a certain school were asked among other things to name their favorite study and the one they most disliked, telling why in each case.

Their answers bear so directly on the matter of the teacher's influence that the results are given in full. 136 disliked certain subjects because they were "uninteresting" or "hard to understand," 28 because they "disliked the teacher and the way he taught," 14 because that particular subject was "so difficult and required such hard work," 14 because they "thought it useless or of no use to them," and six gave no reasons for their dislike. 101 of the 200 pupils in this school were studying a subject which is usually considered a favorite with students, but out of these 101, 63 or about 62.5% mentioned this subject as the one they most disliked. They all had the same teacher in the subject, who clearly was the cause of the dislike. 22 out of the 63 gave no other reason for disliking it, than: "Don't like the teacher," to which was often added, "he is snappy," "liable to scrap you any minute," "accuses you of things you don't do and puts his questions so you can't understand," "is not agreeable to be around," and the like. Other reasons given were: "Teacher does not make plain what he tries to explain;" "can't understand the teacher's questions;" "would not dislike it if we had a teacher we could understand;" "hard to understand the subject and the teacher;" "the teacher scolds;" "teacher is no account;" "teacher does not make himself understood;" "we can't go deep enough into the subject, for if we ask any questions they can't be explained so they can be understood;" "can't get interested in it on account of the teacher;" "I might like it if I had a teacher;" "a set of dry facts;" "not taught right;" "can't understand it;" "not interesting"—so all the reasons run. In describing their favorite subjects 78 per cent. of these 200 pupils liked certain subjects because they were pleasant, interesting and could be understood. Many said they liked a certain subject because they liked the teacher so well. So it would seem that whether a pupil likes a study or not depends more upon the kind of a teacher he has than on anything else. Again the chief improvement suggested by the pupils, the one most emphasized (Point 10 of Syllabus) was the need of more sympathetic teachers in the school. The other improvements suggested were such as these teachers would naturally bring about. From these facts it would seem that, compared with the faculty of a school, every other element is of relatively little importance. The sympathetic teacher causes his pupils to take an interest in school, inspires them with a desire to do more and better work and has an influence for good which can only be described in the pupils' own words.

This Influence Described. Most students introduced the description of their ideal teacher by such statements as these:

"Teachers have more influence upon their pupils than any one knows

or than they realize themselves;" "In getting an education the teacher is the all important thing;" "The teacher is responsible for the progress a pupil makes in school;" "What we get out of the high school depends upon the kind of teachers we have;" "A teacher has much to do with whether a pupil likes a study or not;" "If a pupil has a teacher who does not understand him he becomes so discouraged that he loses all interest in her work;" "In order to succeed you must have a teacher who is interested in you and gives a bit of encouragement once in a while instead of always taking your answers as a matter of course;" "Nothing helps a student more than to know that the teacher is in sympathy with her and realizes the difficulties that have to be overcome in school;" "The best way in which a school can help its pupils is by providing sympathetic teachers."

These general statements in themselves are meaningless but when we remember that each one of them and hundreds of others that might be given were the introductory statements to the description of some favorite teacher the pupil actually had and which he goes on to describe as illustrating the thought expressed in these sentences they become significant. A few typical sentences will indicate the regard in which the sympathetic teacher is held and something of the influence he exerts.

"She was loved by every member of the class and will always remain as the shining star of our high-school life;" "She made me want to learn;" "If there were more teachers like her boys and girls would hate school less;" "I regret that I could not enjoy her teaching longer;" "Whenever I have talked to her, if only for a moment, I always feel more like doing my best;" "I think I can safely say that no teacher ever has been or ever will be to me what she has been;" "A dozen words from her touched me more deeply than fifty from any other teacher I ever had. "She was so pleasant," said a girl, "that when I thought early in the morning of going to her later on, I always felt happy. When I entered her room, her pleasant smile always made me ready to do anything. Even a difficult passage seemed an easy one when she taught us. If I got up and did not understand that particular part of the lesson she would explain it and I really believe I never omitted to get a lesson for her, was never absent from her class, and most wonderful of all I was never spoken to for talking."

Influence on Character. The favorite teacher is the student's model and has a moulding influence on his character and life. "I believe," wrote a boy, "a teacher influences a pupil more than a whole curriculum of studies. They unconsciously mould our characters and we imitate them though we are not aware of it." "This teacher," said a girl of her favorite, "has more influence over me than any teacher I ever had and I try to pattern after her all the time and have made her my model." "Her sympathy with my little weaknesses," said another, "and her never failing kindness and trust has made me what I am." Speaking of his favorite teacher a boy said, "He has affected my life more than any person in the world except my mother." A girl said, "She has had more to do with giving me my ideals than any one else."

Influence on Pupils' School Work. Again the sympathetic teacher makes the pupils' school work interesting and therefore less difficult. As the pupils express it:

"It was a pleasure to get our leasons for her;" "Her kind words and sympathy have made pleasant the schoolroom;" "When I go into her class I do not shiver and say: 'Oh, I wish this period was over;'" "She made her subject the looked-for-subject of the day;" "Her manner was so pleasing and encouraging that I longed for the hour to come when I should recite to her;" "Some of the pleasantest hours have been spent in recitation with her;" "I am always pleased when it is time to go to her class;" "It is through her that I have come to love school as I do;" "An hour in her class always seemed to pass in half that time," etc., etc. "She makes her classes so interesting," writes a girl, "that instead of watching the clock to see how many more minutes we have to stay we wish it would last twice as long as it does." "One teacher I have had for two years," said another girl, "has taught me more than any other teacher I have had throughout my high-school course. It has always been a joy for me to get her lessons, not wholly because I like the subject she teaches but because her lessons are so pleasant and interesting." The quotation is typical. The sympathetic teacher's subject is almost invariably the favorite one. "I remember one teacher," said a girl, "whose classes were always crowded because students would take that study five hours instead of choosing a three hours course, just to be with her and all because she was sympathetic and never scolded." Another girl said: "I studied Latin the last two years, more because Miss —— was such a delightful teacher than for the enjoyment of the study itself." Even a disagreeable subject with a good teacher becomes a favorite one. "There has been one study in the high school," said a girl, "that I once detested. I always dreaded the time for that recitation to come. But through the influence of one of my teachers I have learned to like it." "I have found," said another, "that even if I have despised the subject formerly that if I have a teacher I like, one who is sympathetic and takes an interest in the girls, that I grow to like the subject more and more until finally it becomes as pleasant as the rest." But quite as often does a favorite subject become disagreeable if the teacher is not liked. One girl writes: "the pupls' interest in a study and, therefore, success, depends as much upon the teacher as upon the pupils themselves. For instance, last year mathematics was a pleasure because our teacher was lively and interested. I continued the study this year but instead of being the pleasure it was, it is a "bore." The teacher is older and of an entirely different nature, and as a result those who liked mathematics last year are sorry they continued it."

All seem to think that the sympathetic teacher makes the students do more and better work. Typical sentences are:

"We were always prepared in the lessons recited to her." "I always study her lesson when I am too lazy to open another book." "Through her inspiration I have always done my very best work." "Her encouragement brought many pupils who were poor in other studies to the highest grades in her class." "The girls always make an attempt to prepare her lessons not with the idea that they must or that they will be marked down if they do not, but because it is a pleasure for them to do so," etc., etc. "It is hard to prepare lessons for some teachers," said a girl, "because pupils dread to go into their class. But it is a pleasure to prepare our lessons for her and I should feel badly indeed if I had to go into her class without having my les-

son prepared." "Every pupil in her class makes it a point to have that lesson and always feels as if he were wronging the teacher, the class and himself if he is unprepared."

A hundred or more quotations like the following might be given.

"The teachers we have," writes a girl, "have a great deal to do as to whether we will succeed or not. If they are sarcastic and do not encourage us, we are pretty sure to dislike their study, and if we hate a study it is much harder to learn. On the other hand if a teacher is sympathetic and encourages us we like their subject, take an interest in it and work hard to master it." "Speaking from experience," said a boy, "I think if a teacher is severe or unpleasant one will dislike his subject and put little energy into the study of it. On the other hand if a teacher is pleasant and sympathetic the pupil will most certainly study that subject with interest." "The class to which I belonged," writes a girl, "was one whose delight it was to annoy the teacher. We tried our usual tactics on her but after we had recited to her for about two weeks you could not find a single scholar but who would have done everything to help her. They never tried to annoy her in any way and never thought of such a thing as coming to class without knowing their lessons. This only shows what she could do with a class with which other teachers were in constant trouble."

The contrast between the sympathetic and the unsympathetic teacher is vividly shown. Concerning one of her unsympathetic teachers, a certain girl writes: "I always had a feeling of repulsion when I came in contact with him. I did not care whether I made a good impression on him or not, never cared how I behaved, did all sorts of things to annoy him and never cared whether I got my lesson or not. He always seemed to rub the fur the wrong way." Concerning a teacher of the opposite type the same girl said: "For her I always wanted to do my best. To do favors for her was a delight and to displease her gave pain. We all have our ideal teacher to whom we look and whom we try to imitate. She is mine and I try to grow more like her every day. I shall ever strive to be an honor to her." The sympathetic teacher makes school pleasant and interesting. The unsympathetic teacher, in the words of a boy, "makes one feel as if he did n't care whether he graduated or not." The sympathetic teacher makes students appreciate the good of the school. The unsympathetic teacher makes them hate it and develops in them an "I don't care attitude towards their books." The sympathetic teacher's subject is the "looked-for subject of the day." The unsympathetic teacher's subject is always disagreeable and the hour it comes "dreaded by all." "If I had not particularly liked school and the subject she taught," said a boy, "she would have killed every spark of interest I had." Another boy, after telling what a certain unsympathetic teacher did, says: "This is very discouraging to every student in the class and tends to check their efforts to do good work."

Again, for the sympathetic teacher students do their best work. If the teacher is disliked the work is slighted in every possible way. "He has caused such a lack of interest on my part," said a boy, "that I have no desire to master the subject except for the mere sake of finishing it." In fact so strong is this influence upon their work that the sympathetic teacher makes students like studies they once disliked while the unsympathetic teacher makes them hate a subject they formerly liked. "He is the instructor of a subject," said a boy, "which I formerly liked and took great interest in, but I must confess that I have now so nearly lost interest in it as not to take much trouble in preparing it." Again the favorite teacher can do more, it was said, than all else to interest pupils in school and keep them from dropping out. Unsympathetic teachers actually make them leave. After describing a certain teacher of this type a boy concludes with the words: "With such a teacher as this a student finds his situation absolutely unbearable and to escape the continual 'hum-drum' many students stop school."

If these statements give us the facts, as I believe they do, Emerson was right when he said: "It makes little difference what you study in school but it is in the highest degree important who your teacher is." As a boy very wisely put it: "Teachers have more influence upon their pupils than any one knows or than they realize themselves." We ought to know what sort of teachers exert the greatest influence for good. To try to determine this is certainly a worthy aim, if not the first necessary step, towards securing better teachers for our schools, the one reform we need to make.

V. Conclusions and Résumé.

The most striking result that the study reveals is the burning need which high-school students feel for encouragement, sympathetic direction and help. No teacher who failed to give this sort of help was a favorite, while of almost every teacher disliked it was said that he discouraged his pupils and could not or would not give the direction and encouragement required. In the study of "Why Pupils Drop Out of the High School," already referred to, it was found that loss of interest and discouragement were the two chief causes assigned by the pupils for their classmates leaving school. Taking this in connection with the present result it would seem that the most important function of the high-school teacher is to give his students the direction and encouragement they so much crave and need. According to the pupils' reports, sympathy, kindness, personal interest on the part of the teacher, favorable recognition, guidance, direction and daily encouragement are absolutely ne-

cessary for high-school students to thrive. Over and over again it was said of favorite teachers that they were not too thoughtless occasionally to praise good work or too busy to give a word of encouragement at just the right time. If this be true it is of the greatest importance to determine as nearly as possible what kind of teachers best succeed in giving this needed help.

To a solution of this problem there are at least three ways of approach. In the first place something may be learned from the opinions of eminent educators and from their descriptions of model teachers. But their opinions and descriptions at best are theoretical and incomplete. The model teachers so described are almost without exception combinations of the various characteristics of the individual writers who described them, supplemented here and there by certain traits observed in other successful teachers they knew, and rounded out by a few extra traits evolved from their own inner consciousness. They do not fit the case because the writers have omitted some of the necessary facts that should be taken into account. Again, something may be gained from careful observation and from pooling the experience of successful teachers. But here again we deal merely with inferences; for teachers and adults can only infer what characteristics especially appeal to pupils or what kind of a teacher best succeeds in helping them. At least one other way of getting a characterization of the most helpful teacher remains. We may ask the pupils themselves what sort of teachers have been most helpful to them. They know at first hand what teachers influenced them most for good, who encouraged them most, what teachers they liked et cetera, and can therefore give a better description of the model teacher than any one else. But without discussing the relative value of the facts obtainable in these different ways it should be said that all are important and that whatever we may think of the value of the pupils' opinions as compared with the observations and experiences of educators, it is not wise to ignore what they say, if we would get any complete and adequate notion of what the model teacher should be.

Eight hundred and twenty-nine high-school students have told us that their best and most helpful teachers were pleasant, cheerful, optimistic enthusiastic, young, etc., etc., etc. That they thoroughly understood boys and girls, *i. e.*, knew something about their aspirations and thoughts, understood the strange new feelings and doubts with which they were struggling and the new adjustments they were striving to make. They have said that they could explain, lead, guide, and direct their pupils in their work, that in all their dealings and intercourse with their students these most helpful teachers were always reasonable, considerate of a pupil's feelings, fair and just, patient and

kind, never nervous, irritable, over-particular, cranky, sarcastic, thoughtless or the like. They have said that they tried to understand a pupil's motives before they judged of his acts, that they never expected nor demanded unreasonable things but always kept in mind what pupils were able and should be expected to do, that they were thoroughly unselfish, always putting the interests and welfare of their pupils ahead of any inclinations or special interests of their own, that they always treated their pupils like young ladies and gentlemen, never like children or pupils in a grammar school, that they trusted them, believed in them, put them on their honor and acted as if they expected them to do right, that in class they gave direction ahead so pupils would know how to prepare the work assigned, that they guided and directed the activities of their pupils instead of demonstrating everything to them or merely hearing them recite what they had learned at home, that they always made their work interesting, enjoyable, and seem significant. They have told us that nothing was more fatal to a pupil's interest and progress in school than to be misunderstood. They have said that when a teacher ceases to be a learner and settles down to the didactic habits to which his profession so naturally leads him that he is old, and, if old, pedantic, over-particular, old-maidish, impatient, cranky, and worse than useless so far as doing them any good is concerned. They have told us that while scholarship is a necessary qualification of the helpful teacher, that this in itself will not suffice; that the truly helpful teacher must also know how to teach. These students say that high-school pupils are less apt to cheat, break a rule or misbehave in school when they are treated like young ladies and gentlemen, put on their honor, believed, trusted and the like, they have told us that if a teacher is habitually suspicious and acts as if he expected his pupils to cheat or do wrong that he is sure not to be disappointed, that in such a case they feel like they had nothing to lose so always do what is expected of them, but that if a teacher trusted them, put them on their honor, that they always felt as though they must do right. Every teacher should carefully consider all the pupils have said.

A mere glance at the characteristics which the students especially emphasized will show that it is the common homely virtues which appeal to high-school students most. At first thought it might be supposed that we knew all this before and that what the pupils have said exactly coincides with opinions already expressed by educators and teachers on this point. But even if this were true the vividness with which these characteristics were described, the renewed emphasis which they received would make the pupils' reports valuable in themselves. There are few if any teachers who cannot be lifted to

a higher plane of efficiency by seeing themselves through their pupils' eyes. Beside it has not been generally known that the simple virtues appealed so strongly to high-school students and that personal appearance, stylishness, neatness, conventionality, refinement, politeness, culture and the like, especially admired in the lower grades, count for so little. H. E. Kratz in his study of the characteristics of the "Best Teachers as Recognized by Children" (*Ped. Sem.* XIV, p. 414), based on reports from 2,411 children in the Sioux City grammar schools, found that 62 per cent. especially admired the teacher who was neat and attractive in appearance, while 7 per cent. mentioned the fact that their favorite teacher was polite. The present study clearly shows that other virtues appeal to older students. Much stress has been laid on these appearance qualifications by most school boards in selecting teachers for the high-school, but from the present study it appears that the thing which counts with high-school students is not so much the manners or appearance of the teacher as what he does, how he treats his pupils, his disposition and character, the qualifications he possesses—these are the important things. Even the matter of age and sex is not as important as some have thought. What the returns most clearly show is that a teacher may be a favorite with boys and girls and be truly helpful to them in spite of his appearance and regardless of age or sex, the vital thing being that he possess certain qualifications already described.

To be sure the majority of helpful teachers described were below thirty-five years of age. 85 students said in so many words that the best high-school teacher they ever had was young. Moreover most of the teachers disliked were said to be pedantic, cranky, "always right," or as one pupil put it "old and out of date." So it would seem that young teachers are more likely to possess the qualifications which pupils find helpful and admire than teachers well along in years. But it should be borne in mind that being old in the sense the pupils used the term is not so much a matter of years as the possession of certain characteristics which usually accompany old age, but which may be found in any teacher, that wholly unfit him for real helpfulness.

On the question whether in general male teachers are more helpful to high-school students than female teachers, nothing conclusive can be said. Many psychologists and educators have argued that they are better, at least, for the boys. This, in the light of the pupils' statements, would mean, if true, that male teachers were more likely to possess those qualities which pupils at the high-school stage find helpful or that they are more apt to possess the qualities and virtues which

more especially appeal to the boys. The boys described as many favorite women teachers as men, showing that half of the most helpful teachers they had in the high school were women. The girls described nearly three and a half times as many favorite women teachers as men, while both girls and boys described about twice as many unsympathetic female teachers as men. These figures would seem to indicate that male teachers were preferred by the boys and female teachers by the girls. But when we take into account the fact that some of the girls had never had a male teacher at all, that others had had but one in all their school course and that even the boys have, as a whole, had many more women teachers than men, we can base no conclusions on these facts. All we are warranted in saying is that according to the pupils the helpfulness of a teacher depends less upon his sex than upon the qualifications he possesses. To establish that a man is a better teacher for this stage than a woman it would have to be shown that women teachers as a rule possess fewer of these helpful qualifications than men, which from the data at hand cannot be shown.

However, a few things bearing directly on this point should be mentioned. For instance recent investigations in Germany and those of Dr. Burnham (*Ped. Sem.*, Vol. XI, pp. 488-499), in this country have shown that much ill health, nervousness, irritability and the like exist among all classes of teachers in the public schools; and everybody knows how the unhygienic conditions of the schoolroom, the worry and strenuous work, coupled with the intense mental and nervous strain tend to break down the teacher's health and to make him irritable. So far as I am aware it has not been shown that women are more easily affected in these ways than men, but it is generally believed that they are more affected by the wear and tear of the schoolroom and so sooner break down. Should this be true it would strongly argue in favor of male teachers for the high school; for, according to the pupils, nothing leads to more discouragement and to so many far-reaching evil results as for a teacher to be nervous, impatient, irritable or cross. Again it has been said that women are compelled to govern in a different manner from the men, that they are almost forced to resort to sarcasm, ridicule, etc., the use of which always leaves in the minds of the students an ineffaceable scar. This would also argue in favor of men teachers for the high school, if true, for nothing is more bitterly condemned by the students than the use of these weapons. On the other hand it has been said that women, as a class, are more optimistic and patient than men, which, if true, would do much to balance her short comings in these other respects. So the question whether in general, male teachers are better for high-school pupils, can from the present

data not be solved. The one contribution made by the pupils on this point is that a teacher's degree of helpfulness depends not upon his age or sex but upon his qualifications and character.

On the other question, whether a male teacher might not be better for the boys and a woman for the girls more can be said. A careful comparison of the characteristics especially admired by the boys and by the girls shows that some significant sex differences occur. Both require all the encouragement and help they can get but the indications are that they are not helped in the same way. The girls especially admire the teacher who is easy to approach, who is not reserved, who makes them feel at ease, who is sociable, a companion, a confidant, more like a true friend, who is inspiring, who possesses a strong character and an attractive personality, et cetera. The boys never mention these things. Both admire justice and demand it in the strongest terms but the girls are more sensitive to partiality than the boys and seem to be more affected by it. For them partiality is almost considered a crime, the very thought of a teacher being in the least degree partial forever branding him as an object of dislike. The boys lay little stress on this point. They only ask that their teacher be just, in their own words, that he "be always perfectly square with them." Again, the girls like the teacher who explains a great deal. The boys often said of their favorite teacher "He lets us think for ourselves." They require a different method in recitation from the girls. They like to argue and discuss, like variety and originality in the teacher and have no use whatever for a recitation which consists merely of questions by the teacher and committed answers by the pupil. The teacher "who requires his students to think just like himself," who "thinks he is always unquestionably right" is more disliked by the boys than by the girls. Again the girls crave merited praise; they like the teacher who "is not too thoughtless to occasionally encourage good work." Some even like public praise but the boys are not encouraged so. Both admire the teacher who trusts them, who has confidence in them, who believes what they say, who puts them on their honor and treats them like young ladies and gentlemen, but the papers show that the girls pay more attention to such things and are disconcerted more by the lack of such treatment than are the boys. Girls are likewise hypersensitive to sarcasm and ridicule. If we may judge from what they have said they never forget and seldom forgive the teacher guilty of resorting to their use.

The boys are not influenced so much by their likes and dislikes of teachers. They are more original and individualistic than the girls, more reserved, insist more upon good order, espe-

cially admiring teachers who surely but naturally and easily govern them. They strongly demand that they be understood, and literally despise the teacher who treats them like children, or as though they were pupils in a grammar school. Especially do they dislike teachers who are unjust, or who seem proud of the fact that they have authority over them, who rule them as though they had no rights whatever. In a word, it would seem that boys require a different treatment from the girls. The school work looks quite different to them. They are asking everyday about everything that comes up in school, "Is it worth while? Does it pay? Will it pay me?" Many get the idea that going to school is not worth while, that it does them little good, that it is a place for girls and the like. (*Ped. Sem.*, Vol. XI. p. 223.) There is no indication that the girls bother themselves about such things For some reason girls seem better satisfied to do the work from day to day just as the teacher requires it, seemingly well contented with present results and the daily routine of the school. The boys are inclined to be independent, to break away from the customary routine of the school, to make money and do what seems to them more worth while, to oppose anything conventional even before they are bored.

In the light of these sex differences the question would naturally arise, does not the high school of to-day tend to favor the girls? Is the encouragement and help given by the teachers as well adapted to helping the boys as the girls? Are male and female teachers equally helpful to boys and girls? An attempt was made to get definite data on the last point by tabulating all the qualities which the various favorite male and female teachers were said to possess, in order that these characteristics might be compared not only with each other but with the qualifications and virtues especially admired by the boys and those admired by the girls. But all the comparison showed was that the qualities constituting the highest degree of helpfulness for both boys and girls might be possessed by teachers of either sex, that the pupils made real helpfulness not a matter of sex but one of qualification and character, which only means, I take it, that this was no test of the problem. What positive evidence there was indicates that male teachers are, on the whole, better for the boys while female teachers are preferred by the girls.

The question of the value, meaning, and significance of the students' reports may be raised. What do the students' statements indicate and mean? Of what advantage is it to know what the pupils think? How may the teacher utilize what the pupils have said? Some may say that students are not good judges of a really helpful teacher, that their ideals change, that

they later on will find that many things they once disliked were, in reality, beneficial to them. Others might see in the great need for encouragement and help expressed by the pupils, in their longing for kind treatment and sympathy, their demands that all school work be made pleasant and interesting, unmistakable signs of degeneration: They would say that these things indicate that high-school students are becoming effeminate and weak, too easily discouraged, losing their curiosity and determination to succeed and relying all too much on outside interests and helps. But even granting that this be true, would anything be more important than to find out that such was the case? However, there is no real reason for believing that the pupils' statements indicate any such degeneration. Even the fact that boys especially admire teachers who are patient and kind and that they describe so many of the same qualities which the girls admire is no indication that they are becoming effeminate or less manly than formerly. From the character of the returns we must conclude that the longing for encouragement and help merely indicates the great need of it. The fact that so many of the same characteristics were emphasized by both boys and girls shows that these were deemed the basic qualities in the good teacher. When pupils reported that they especially liked teachers who made their work pleasant and interesting they clearly meant that they approved teachers who put enthusiasm and life into their work, who could explain all difficult points, who directed their pupils and really taught instead of hearing them recite, who had the rare faculty of setting their pupils to work and guiding them, who could relate their subjects not only to the experience of their students but to life—this was making things pleasant and interesting.

Again it might be said that the students' statements represent nothing more than a mere whim or caprice, or at best that they are a mere collection of opinions, for which society, the home, past teachers and the school are chiefly responsible, and that therefore, they can have little value for us. But even granting all this it is still important to find out what the pupils think. For if what they have said reflects a sort of student ethics, itself a product of the school, and shows or even indicates that the ideals so formed are bad and do not make for the development of the highest character in boys and girls we ought to know it and at once attempt the reform of schools responsible for such perverse ideals. If, however, the students' opinions represent a real basic need, if they have described the characteristics which really prove most helpful or most hurtful to them, if they are actually influenced in the ways they have indicated, as is probably true, how much more sig-

nificant and important do their reports become. Then we have in their descriptions the best characterization of the model teacher that it is possible to get. But whatever we may think their statements indicate or mean, whether these estimates of teachers be right or wrong, it is important to get their point of view. No one would maintain that their opinions give the whole truth. What they have said should not be taken in any absolute sense but merely be considered along with all other obtainable facts, such as the observations and experiences of successful teachers, the opinions of trained students of adolescence, prominent educators and the rest, and from a study of all the facts get our notion of what the model or helpful teacher for this promising period should be.

To state the main facts which the study brings out in a word we may say:

1. That pupils demand constant direction and encouragement throughout their high-school course, which only teachers with certain definite qualifications and qualities of character are able to give.

2. It is the common virtues and the more fundamental qualifications in teachers that appeal to high-school students most. Personal appearance, neatness, politeness, culture, etc., however important for students in the lower grades, are supplanted at the high-school stage by more fundamental things.

3. Of primary importance, from the pupils' point of view, is the teacher's ability to understand boys and girls. This it would seem depends largely upon the teacher's disposition and youth. It is the teacher who is young, who has retained the true spirit of the learner that is most likely to be cheerful, interested in his pupils and his work, and to possess the rare faculty of understanding boys and girls.

4. In the main the characteristics admired by the boys and the girls are the same but a few significant sex differences occur which indicate that boys require a somewhat different treatment from the girls.

5. Teachers of either sex, however, may possess the characteristics necessary to make them truly helpful to both boys and girls, their degree of helpfulness depending not upon their age and sex but upon the number of these helpful qualities possessed.

What the actual qualifications of these helpful teachers were, has been fully described. Pointing these out constitutes the chief value of the pupils' reports. If to know what sort of teachers students find helpful, will in any way aid high-school teachers in making themselves more serviceable to their students, this presentation of the pupils' point of view will not have been made in vain.

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THE PREDOMINANCE OF FEMALE TEACHERS.

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According to the last report of the United States Commissioner of Education, the report for 1903, male teachers numbered 26% of the total number of teachers employed in the public schools of the United States. In other words nearly three-fourths of our teachers are women. The percentage thus stated reveals very little of the actual situation. The more detailed statement, which follows, shows that there is a very unequal distribution of male teachers between the different States and that in many of them women are in almost exclusive control of the actual work of teaching. In Rhode Island 8.3%, in Mass. 8.9%, in New Hampshire 8.7%, in Conn. 9%, in New Jersey 12.4%, in New York 12.3%, in Minn. 14%, in Wisconsin 15.2%, in Michigan 16.8%, and in Illinois 24% of all the teachers in the public schools are men. On the other hand in many of the States the percentages range far above the average, as for example: in Missouri 32.2%, in Indiana 42.1%, in North Carolina 45.5%, in Kentucky 43.2% and in West Virginia 52.3% of the teachers are men.

There has been a steady decrease in the percentage of male teachers during the past twenty-five years. In 1880 42.8%, in 1890 34.5%, in 1900 29.9% and in 1903 26% of public school teachers in the United States were men. Although no general statistics can be cited there is some evidence that in some quarters the low water mark has been reached. In Massachusetts the percentage of male teachers increased between the years 1900 to 1903 from 8.8% to 8.9%, in Alabama from 30.1% to 49.2% and in Montana from 16.6 to 17%. Not only in general has there been a steady decrease in the percentage of male teachers but the actual number has decreased while the number of female teachers has doubled. In 1880 there were 122,795 male teachers and 163,000 female teachers in the United States. In 1902 there were 117,035 male and 332,252 female teachers.

According to the figures cited by the committee from the male teachers association of New York City, in the report on the necessity of men teachers in elementary schools, published in February, 1904, 93% of the teachers in the elementary schools of the large cities of this country are women and "the

few men that are in the elementary schools are largely in administrative work." The report states also "that over 90% of all the boys in the United States leave school without ever coming in contact with a single male teacher.

In the report to the National Educational Association by the committee on salaries, tenure, and pensions of public school teachers in the United States, which has just been issued, the following statements appear: "In high schools 3,417, or 39.7% of the principals and teachers are men. Of the principals alone 38.3% are men, while of the teachers alone 35.8% are men. "In marked contrast to the high schools are the elementary schools. Here only 3,878, or 5.1% of the principals and teachers are men. Of the principals alone 38.3% are men, while of the teachers alone 2.1% are men."

These statistics were compiled from reports received from 467 cities with a population of over 8,000.

The statistics cited above indicate that a relatively small part of the teachers in our public schools are men; that a large part of those employed are in administrative work and exert no direct influence on the individual pupil; that very few pupils come in direct contact with male teachers and that in many cities man's direct influence is practically nil.

The question at once arises, is this a healthy state of affairs, *i. e.*, should the education of both sexes be under the predominating influence of women? This is the question with which this paper has to deal and my purpose is to consider it only in its educational aspects and to trace out, as far as possible from the limited data available, the pedagogical effects of this overwhelming predominance of feminine influence.

Briefly stated some of the questions which necessarily enter into the study are as follows: Are there fundamental sex differences which enter into the work of the teacher and give to it its characteristic qualities, or are the teacher's qualifications not at all dependent on sex but merely a matter of personality, as many assert? This question strikes at the root of the whole subject, and unless we accept the first alternative we are at once non-suited and out of court. No one will, of course, deny that there are many qualities common to teachers of both sexes, such as gentleness, kindness, firmness, knowledge of subject and ability to impart it, and a high moral character, and that the successful teacher of either sex possesses most or all of them. This fact was clearly shown by Mr. W. F. Book's study on "The Sympathetic Teacher" and also by several hundred compositions from college and high school students on closely related subjects which I have collected. On the other hand no one will deny that there are marked characteristics which differentiate the sexes, so that, unless we are prepared to say that

the qualities possessed in common are the only ones that enter into the work of teaching, we are forced to admit that sex differences also play a part.

What part then do they play or in other words in what ways do men and women differ in their methods of teaching and in their influence over their pupils? It seems to me we must look for differences in (1) their attitude toward and influence over their pupils, (2) in their attitude toward affairs not directly connected with school work, (3) in their attitude toward school subjects, and fourth in the ideal for which the teacher stands in the minds of his pupils. Discipline, influence on character, method of teaching in its narrower sense including attention to details, emphasis on the broader aspects of school subjects, etc., must all be considered in this connection.

If we find that there is a considerable difference between the work of the male teacher and that of the female teacher, we have still to determine, in a rough way at least, the relative value of the work of each.

This in turn leads us to the practical question of the place men and women should occupy in our public schools. Should men be employed exclusively and only in administrative work or should they be assigned to grade positions also? If the latter, should they be assigned to all grades or to the higher grades only? On the other hand should women be restricted to the lower grades and to the education of girls? Or, to state the question as it now confronts us, is male influence an essential factor in education, and if so, where can it best be exerted?

Many other questions grow out of the above, but perhaps they are sufficient to indicate the general direction this study has taken.

The initial difficulty which one encounters in a study of this kind is the impossibility of applying statistical or experimental methods to any appreciable extent and the necessity of relying on opinion. These opinions are not without value, however, since they are the result of observation and experience. The few returns upon which this paper has been based have been collected with a good deal of difficulty from normal school students, normal school teachers, students in the educational department of this and of other universities, teachers and superintendents. They are are at least fairly representative.

What follows is an attempt to give in a concise form the answers contained in the questionnaire returns and to summarize the suggestions which they offer.

In the returns there is a general agreement that the effect of the predominance of female teachers differs in the different grades, the almost unanimous opinion being that most, if not all, of the teaching in the lower grades should be given over to

women, and that men have an important place in the upper grades and in the high school. Just where the male influence should come in is another question and one upon which there is much difference of opinion. Some would exclude men entirely from all below the grammar grades, others from the kindergarten and primary departments, while still others would employ men as grammar school principals and teachers in high schools only. In so far as there is any general agreement at all, it is, that women should predominate, at least, below the sixth or seventh grades.

The reasons given for the superiority of women as teachers in the lower grades reduce themselves to a very few fundamental ones founded on characteristic qualities of the female sex. Women are more patient, sympathetic and kind hearted; they have finer sensibilities and better understand the needs of young children; there is the instinct of motherhood in every well developed woman which enables her to take the mother's place in a sense and to obtain the good will and co-operation of young children. These are all held to be qualities that appeal to children of either sex below the age of puberty. On the other hand the qualities, which distinguish the male from the female sex, and which appear or become more pronounced at puberty, in boys at least, are peculiar to men. These are the manly qualities such as sternness, justice, self-reliance and originality. Great stress is laid on furnishing a manly ideal for boys and in placing them in charge of those who understand their natures and are capable of guiding them over the critical periods of their lives. This is the age of soul expansion, of self-realization and of the formation of ideals, just as the age below this is the time for drill for the purpose of acquiring, to use President Bryan's phrase, "the alphabets of knowledge." Discipline becomes a more and more important factor as the age and intelligence of pupils increase, and this is often given as a reason for the employment of men in the upper grades.

A few extracts from the returns will illustrate the points enumerated above.

One writer states:

"A woman teacher is a necessity in the lower grades. In the higher grades boys, at least, should not come wholly under the influence of women teachers."

M., 24. Women should greatly preponderate in the kindergarten and in primary grades, but in the higher classes men should be in the majority. Women have patience and tenderness, qualities which are necessary for a good kindergarten or primary teacher.

Another writes:

Women teacher are better below the seventh grade, since they have

"more patience, more sympathy and more understanding. But when the boys and girls are growing from youth into manhood or womanhood, they need the strength, the inspiration of a man to steady them and to give them new, different ideals outside of themselves."

W., 26. In the lower grades female teachers are probaby better, because they understand child nature better, are more tender, sympathetic and winning than men and "so appeal to the child more strongly and take the place of the mother in a way." In the intermediate grade it makes little difference, but perhaps men are better for boys. In grammar and high school grades, both, but especially men are needed, since many of the traits of character which should come out in adolescence are found more in men. "The predominance of women here is a bad thing, since few women can understand the adolescent boy."

M., 27. "It does differ for the different grades. The mother heart is a great factor in all education, but more especially in the primary grades."

To the question does the effect of the predominance of female teachers differ for the different sexes, the majority answer in the affirmative; but a few answer in the negative. A closer analysis shows that there is little difference of opinion here. It is largely a matter of emphasis. Those replying in the negative seem, in general, to mean, that both sexes should come under the instruction of both male and female teachers, while those replying in the affirmative lay special stress on the effect on the boys.

The answers to this question are very clearly related to those given in reply to the question of the effect of the predominance of female teachers in the different grades. The consensus of opinion in general terms is, that children in the lower grades, regardless of sex, should be for the most part under the influence and in the care of women; that in the upper grades and in the high school children of either sex should be under the influence of both men and women; and that in the case of boys, at least, male influence should predominate.

A woman of twenty-three writes:

"It differs slightly with the different sexes, but not enough to speak of. I think that both sexes are affected in about the same way by the predominance of female teachers."

M., 33. "Both sexes suffer from it, but boys more than girls. Men understand the interest and problems of boy life better than women do and are better able to develop in boys the more virile elements of character."

W., 42. "In the higher grades, I think, all matters connected with discipline and hygiene for girls should be in the hands of women and for boys in the hands of men."

M., 32. "Both sexes are needed for both boys and girls but my experience has been that the influence of too many women teachers is decidedly bad for the boys."

In regard to order in the schoolroom three opinions are expressed: (1) that order depends entirely on the personality of the teacher regardless of sex; (2) that women preserve better

order than men do; and (3) that men have better order than women have. Most favor the latter view either as it is stated or with slight modifications. Men are accredited with general good order while women are said to give more attention to details of order which often defeats its own end. Some of the reasons given for man's superiority in the matter are: Men better understand boys who are usually the leaders in disorder; they have a more commanding appearance; have the physical force necessary to enforce obedience; allow more individual freedom; have better control of themselves; and secure more natural, more spontaneous obedience.

Those who hold the contrary opinion point out that men rule largely through fear, while women govern more by means of love, sympathy and tact. Personal appeal is also stated to be one of woman's most effective instruments. A few characteristic quotations will illustrate the two opposing views. First from those who believe that women secure better, more wholesome and natural order:

W., 25. "When the school is governed by any method but 'fear of punishment' women have better order in the schoolroom than men."

M., 37. Discipline of women is "no worse and usually better on account of their usually more rational discipline, *i. e.*, there is usually less of force in it."

W., 27. "As a rule men are more strict in the schoolroom, but it does not give as natural a feeling and there is always more fear among the children."

M., 27. "A man, I think, can keep better order in the schoolroom so far as keeping willful disorder in check but he is not so good as a woman where restlessness is due to fatigue and other individual factors."

From those holding the contrary opinion the following may be cited:

W., "As a rule men are stronger in schoolroom order. They are looked up to as more commanding. It is their natural calling."

W., 25. "Men better because they understand how to manage the boys. Girls are not apt to be leaders."

M., 28. Men have better discipline because they can enforce it if necessary and scholars stand in awe of them. "A man commands more respect and attention in the schoolroom because he is a man."

Another writes:

Women in general are not so good disciplinarians as men because (1) they do not understand boys and girls so well—particularly boys, (2) women in general are less commanding in appearance than men.

M., 36. "Women are better in the minutiæ of the schoolroom, worse in the tendency to suppress the individuality of pupil."

In regard to order in coming in and going out of the schoolroom, most of those answering the question say that women are superior. In just what this superiority consists is not very evident from the returns. One fact seems to stand out, how-

ever, and that is that women give more attention to details here as elsewhere, and that they secure more nearly perfect order so far as uniformity and military precision are concerned, This is admitted by most who make any statement other than that one or the other sex excels in this regard.

A woman of 24 writes:

"In going in and out women are very strict. They pay special attention to minor details, to looks, etc. They usually take great pride in the matter of their pupils attitude and outward conduct."

M., 21. "Women preserve better order in coming in and going out, because they are more particular about details and appearances than men are."

W., 24. Women are more apt to have better order in going in and out of a building because that is a point which generally does not appeal to a man as being particularly necessary.

M., 28. "Women pay more attention to the finer and more detailed matters than men do especially those which affect form or appearance."

Some, while admitting woman's more careful attention to details, hold that man's discipline here is more natural and depends less on the intermediate presence of the teacher.

M., 24. "Women excel by far." But they abuse this. "I remember a lady teacher who was so careful to watch me come up stairs, that I hated her."

W., 26. "Man probably better here, because children are ready to take advantage when it is possible, and this is more apt to be the case with women."

W., 25. "A woman can work out methods and schemes of obtaining good order in coming in and going out but the general directions of a man are more effective."

In regard to keeping order in the yard or on the playground the opinion is almost unanimous that male teachers are much superior. Rough play, rowdyism, swearing, and most of the other kinds of disorder can be traced to the boys. Men are better able to control them, because they can enter into their games, can understand and appreciate boy nature, and know better when to and when not to interfere with the play. No doubt man's ability to resort ultimately to physical force is an important factor here. Very few state more than that men have better discipline on the playground. Some, however, give reasons for their opinion a few of which may be cited.

W., 27. Man's discipline is better, because the boys usually give the trouble and a man can handle them better.

M., 28. "Men are better in the yard. In military life a woman is never a leader. The playground is as much in need of the commanding influence of a male teacher as the militia of the land."

W., 25. Men better—"due to their superior strength and vigor and enthusiasm for sports."

W., 23. Man excels because he allows greater freedom and interferes decidedly in cases where both he and the pupils recognize the necessity of it.

When we come to the question of the success of the sexes in obtaining obedience and to methods used and kinds of obedience secured by each it is difficult to rule out common and individual factors, and to determine just what, if any, differences exist. It is pretty generally admitted that men secure good order on the whole even by those who believe it is the result of unpedagogical methods.

It is held by some that the ought element enters into the discipline of women more than in that of men, but that the personal element is back of the idea of duty, *i. e.*, the pupil ought to obey for his teacher's sake or for his parents' sake. The female teacher is said to be more resourceful, more tactful, less given to command and more to appeal. Love and sympathy are the determining factors in obedience to the female teacher's authority.

On the other hand it is held that man rules through force of character, through confidence in his own ability to enforce obedience, through common sense requirements and reasonable demands.

Closely allied to the above is the nature or kind of obedience secured by teachers of each sex. Women are said to secure more willing and more personal obedience, *i. e.*, the pupil obeys his teacher because he likes her and shows his regard in this way. Obedience to the man's authority is prompt. Little effort is expended on the teacher's part. It is instinctive on the part of the pupil, a submission to leadership, to one who is instinctively felt to be in control. It is absolute and unquestioned and is generally obedience to just and reasonable demands. A few of the answers which suggested the above points follow:

W., 22. "Men obtain obedience by command or force; the best women teachers by making the school feel that they are hurting the teacher by disobedience—in short inspire obedience by love."

M., 33. Obedience "apt to be more formal with women and more reasoned with men. Women are apt to expect obedience because of their position; men because what they ask is reasonable and right."

W., 26. "Children obey a man because he is so strong, etc., and there is nothing else to do. They obey a woman because they wish to please her, because they love her, or—they don't obey."

W., 25. "Woman obtains more volitional obedience, she makes the child think he ought to obey. Man obtains instinctive obedience. He makes the child feel that he must obey."

M., 27. "Men are better in obtaining absolute, general obedience, women in obtaining willing obedience. With some temperaments a woman's appeal to personal factors is absolutely ineffective, there is need of firm demands, rather than of persuasion."

M., 24. "On the whole, I think a man is more apt to get a wholesome, honest, matter of fact discipline. Men are in a better position to obtain common sense kinds of obedience and to use common sense methods."

With very few exceptions all who answer the questionnaire think that male and female teachers differ decidedly in their personal relations to boys and girls. The few who dissent from this view maintain that there is no sex difference in this regard and that the personality of the teacher is the only factor involved. One writes: "The matter of sex does n't come in here." Another says, "It depends on the individual teacher," and another writes: "There is no difference here. Children have favorites in both sexes."

There is certainly much truth in the statement that much depends on personality, but it must not be forgotten that this personality itself is largely the product of those characteristic qualities which distinguish the sexes.

While it is recognized that there is a vast difference between the personal relations of teachers of the different sexes and their pupils this difference can be stated only in rather general terms. In the first place, as has been pointed out elsewhere in this article, the age and grade of the pupils are of primary importance in determining the teacher's influence and to some extent the sex of the pupils is an important factor. In so far as this point is considered in the returns the opinion is that women teachers are able to enter into closer and move effective personal relations to young children of either sex, and that in the upper grammar and high school grades the personal relations differ not only with the sex of the teacher but with that of the pupil.

W., 21. Women come into closer sympathy with children in the lower grades.

W., 23. "In the lower grades the lady teacher seems to understand both boys and girls." In upper grades this is not necessarily so.

W., 22. "In the lower grades women are apt to come closer to both boys and girls. In the high school or eighth grade she loses the boys while the man gains more friends among the girls."

W., 26. "The man is best able to enter into personal relations with pupils above the primary grades. The woman is able to enter into real vital relationship with primary pupils."

Many state that there is a tendency with teachers to favor the opposite sex. This is said to be more marked in the case of female teachers who favor the boys and are more exacting with the girls. Men favor the girls slightly, but are more fair to their own sex than women are to theirs. With women the favoritism is in regard to matters of conduct while with men it is more apt to be in regard to matters of study. In either case it seems to be founded on the attitude of each sex toward the other and toward itself, or in other words, this apparent favoritism is merely the recognition of fundamental sex differences by the teacher. The conduct of girls must differ in some de-

gree from that of boys and their emotional and physical condition must be regarded in the matter of school work.

There seems to be more of the personal element in the relationship between the female teacher and her pupils. She appeals to the heart, to the emotional side of child nature. Her influence is strongest with young children and girls. Men, on the other hand, make a more general appeal and are admired and respected rather than loved. Their influence is perhaps greatest with older pupils, especially with older boys who accept their male teacher as their ideal.

To illustrate from the returns:

W., 23. "The young lady teacher and the normal one usually show partiality to the boy. Gentlemen teachers are less inclined to be partial to either sex; but, I believe, they are in general more fair to their own sex than is a lady."

W., 25. "Women often pamper, flatter, create sympathy in boys—sometimes in girls. They nearly always flatter boys into being good, and just compel girls to be."

W., 21. "Men teachers are more apt to favor the girls, and women teachers the boys, for some unaccountable reason."

W., 27. "Women are more sympathetic and come closer to the emotional side of both boys and girls. Pupils usually admire men more, but until the boys have reached the adolescent period women have the strongest influence."

M., 27. "A man is more apt through his general personality, force of character to appeal to his pupils in a general way; a woman, on the other hand, gets into closer individual touch. I think there is much respect and admiration for, but less intense personal attachment to, male teachers. Pupils are more ready to confide little things to women teachers."

Very closely allied to the question of the difference between the personal relations of male and of female teachers toward their pupils is that of the feeling of pupils toward male and female teachers. To the small child of either sex, the teacher is the one from whom to expect sympathy and kindness and from the female teacher especially, since she better understands the child and has more sympathy for it.

At a later stage girls prefer men, and boys women teachers, but teachers seem to enter into closer relations with pupils of their own sex. The female teacher, in the nature of things, can enter into more intimate personal relations with the girls and furnish them an ideal, while the male teacher performs a like service for the boys, though the relationship is generally not so close.

W., 23. "Smaller children like a woman teacher best and are afraid of a man teacher, while older children generally like a man teacher best provided he takes an interest in their games and plays with them."

W., 20. "In lower grades both boys and girls confide in female teachers more readily than they would in a male teacher. It seems to me they are a little afraid of male teachers."

W., 26. "Young girls usually like a lady teacher better; young boys do not care so much. In the adolescent period pupils like a teacher of the opposite sex, though sometimes the boys prefer a man."

W., 23. Little children usually prefer a lady teacher, older girls usually like a gentleman best. Big boys prefer lady teachers but more boys prefer men teachers than girls prefer lady teachers.

In reply to the question which incite more zest to study, most say that in so far as there is any difference which is not individual men are superior. The reasons given for this are, that men have a broader outlook on life and are thus able to appeal to the interest of their pupils, that the personal element is not an important factor, that men are able to put forth more energy and to demand and to secure greater effort on the part of pupils.

A few representative quotations will suffice to illustrate these points.

M., 28. "A man incites to study for the sake of education. Pupils are inspired with unselfish motives to a greater extent by men than by women. Women can reach the girls and some of the boys. Men can inspire all boys and most of the girls."

W., 23. "A man incites students to study through inspiration, ambition etc., while a woman incites them to study by love, rewards, etc."

M., 32. "It is easier for men to cause pupils in the higher grades to become enthusiastic in their work. Men usually understand the world, business life, and the qualities necessary for success better than women do. To be a successful teacher one must have broad and comprehensive knowledge."

M., 27. "There is a difference of appeal. A man, I think, can inspire more easily love of science as science, the disinterested study of hard subjects. The very rigidity of his standards incites the pupils to greater study. A woman arouses enthusiasm by making the study attractive, by expecting much of you and teaching you to expect much of yourself, by appealing to personal factors."

M., 24. "The greater ability of men to lift things above the schoolroom plane makes their excitement to real and permanent zest in study greater. They can put more content into things."

In the returns there is a general agreement that if left to themselves male and female teachers would impart knowledge differently. Women give more attention to details, to drill, to technique and to form. Men emphasize essentials often to the neglect of details; they are more logical, systematic, and original, more apt to be independent of the immediate facts of the text, more given to generalizations.

W., 25. "A man is more versatile and hits the main points though he often neglects detail too much."

M., 26. "Female teachers in general seem to have less originality, cover the required ground in a more routine way and are more afraid of 'getting away from the lesson' and getting at the highest type of teaching."

M., 32. Men pay more attention to essentials while women give great care to details.

W., 24. "Female teachers will emphasize technique, details and form, while male teachers emphasize the spirit of the whole, the subject matter taken as a whole and relation of one thing to another. It

seems to me a female teacher is more inductive in method while a male teacher is deductive."

M., 24. "Male teachers are more original and interesting. Female teachers are not in such vital relation to practical life."

In regard to mechanism and routine in the schoolroom the opinion is almost unanimous that women are more prone than men to become mechanical and to do things in a routine way. None of the writers attempt to give reasons for this.

To the question which inspires more loyalty, devotion and ambition, a variety of answers were received. Some answer that men best inspire all three, others that men inspire loyalty and ambition while women inspire devotion, others that women arouse loyalty and devotion while men arouse ambition, and finally some would make an age classification saying that with younger children women and with older children men excel in all three. There is, however, more agreement than these answers, thus stated, seem to indicate. With a few exceptions all agree that women inspire greater devotion and that men arouse greater ambition. The term loyalty seems to have been taken in different senses by different writers, some making it synonymous with devotion and others with patriotism. The answers varied accordingly.

One man writes:

"Female teachers arouse more loyalty and devotion, male teachers more ambition."

W., 21. "Women inspire more devotion, less loyalty and ambition."

W., 23. "The lady teacher usually inspires more loyalty, devotion, and ambition among very young children, but a man inspires more among older scholars and those in the high school, for he usually makes their interest broader."

M., 26. "Female teachers in general if they inspire anything, inspire more loyalty and devotion than the men. The male teachers inspire more ambition."

To the question which takes more interest in the home, plays, and other relations of the children outside of school, all who give an unqualified answer reply that women do. Those who qualify their answers say that women take more interest in the home, but that men are more interested in plays and such activities as debating societies, clubs, etc. Women are better able to come into close personal relations with the home because they are more sympathetic, more readily gain access to the home, more easily win the confidence of mothers and better understand the problems of the home. Men, on the other hand, can better enter into outside activities, especially those of boys, but are not so well qualified to come into close relations with the home. In other words the outside activities are more in harmony with man's customary habits and thoughts and the home activities appeal more to woman's nature. Here

as elsewhere the age of the pupils is a factor which must be considered.

M., 28. "The female teacher takes more interest in the home, the male teacher in the play and sports of pupils.

M., 26. There is not much difference, female teachers being more interested in the homes and social interest of pupils, male teachers in play and organized effort like debating societies, etc.

W., 25. Women, because "they appreciate child life and have a closer sympathy with mothers than men teachers have." Men take more interest in the upper grades in play or athletics.

W., 20. "The female teacher certainly shows more interest in the home life of the child. She seems to understand him better, is more motherly in her ways."

M., 38. "For physical reasons the male can better show real interest in the games of the boys of the upper classes."

The next question asked was "In your own personal experience have you observed boys or girls that you thought should come under the influence of men for a while?" Almost all answered in the affirmative and gave cases on types of cases. All the cases or types cited fall roughly into two classes. 1st, what may be called one-sided children; 2nd, those in need of strong discipline. Under the first class are placed the only child, children who have been little under masculine influence, those in whom the more masculine virtues have been neglected, those lacking confidence in themselves, effeminate, over sentimental, self-important, babyish children and those whose emotional nature has been over developed.

In the second class (those in need of strong discipline) may be placed: children not easily governed by gentleness and kindness and who look upon kindness as weakness, self-willed, disobedient children, those who have always been governed by force at home, headstrong, wayward, bold and incorrigible children.

It may be well to observe that something more than the ability to enforce discipline must be the possession of the man who could exert the proper influence on such children.

Perhaps a third class should be added which would include children, especially boys, who are entirely misunderstood by their female teachers. The adolescent boy is the one most likely to suffer from this cause.

Here, as elsewhere in the returns, the greatest stress is laid on the necessity of boys coming under masculine influence in order that they may develop what are termed the masculine virtues. The two extremes: the effeminate, babyish boy and the bad boy, both are in the greatest need of the influence of a strong, manly man. Girls, too, may be greatly benefited by coming under the proper masculine influence, especially willful, flippant, flighty, silly, too self-conscious and over sentimental girls, and those

who are narrow, fussy, and too much given to petty details and little things.

A few quotations from the returns will show the general trend of opinion.

"Yes, I have boys now and have had them whom, I doubt, if we women can ever understand thoroughly. We have never been boys. On the other hand there are influences in girls' lives that no man can appreciate."

W., 21. "They (boys and girls) were too effeminate, inclined to be narrow, weak and one-sided in their opinions and quite set in them too. They needed a change of view point to broaden them."

W., 28. "The children were self willed, disobedient, lacking in ideals or were striving after those too low. They needed educating in self control, they needed a strong hand and a level head to guide them, a wholesome optimistic life as a model."

W., 23. "Those who have been under female instruction most of their lives and are growing one-sided and are in need of a change. Boys who have gone beyond femine control and who need a man who can control them."

M., 42. "Children just reaching the period of adolescence, especially those who have been little under the influence of men, should for a time, at least, be under the tuition of men in order that strong, wholesome, masculine individuality may be impressed."

W., 40. Girls who are fussy, finical in regard to details, and generally very narrow in their views, are sometimes greatly benefited by the influence of a vigorous, broad-minded man.

M., 27. "This is true of over sensitive children, or of children who have had their conduct shaped too much by affection and appeal to emotions. It is also true of such as incline to sentimentalism, one-sidedness of all sorts, subjectivism. They need something to counterbalance this—appeal to principle, a stiff course of discipline, system and control to cure flightiness, a more impersonal way of training which is to develop the sterner virtues of will and intellect and to subordinate the emotional side."

Summary.

The main points brought out by the answers to the questionnaire may be summarized briefly as follows: The effect of the predominance of female teachers differs in the different grades and for the different sexes. In the grades below the sixth feminine influence should predominate, but upper grammar and high school pupils should be under an equal amount, at least, of masculine influence. Young children of either sex should be in the care of women; after puberty male influence is necessary for the proper development of both boys and girls, but is especially necessary for boys.

Women pay more attention to details of order and preserve more nearly perfect order in coming into and going out of the schoolroom; men have better general order, secure it with little effort, and are obeyed instinctively by the pupils. More of the personal element enters into the government of women and appeal to the child's regard for his teacher is common.

The two sexes differ greatly in their personal relations to both boys and girls. Women come into closer relations to young pupils of either sex and with older girls; men come into closer relations to older boys.

Men incite more zest in study and secure greater effort on the part of pupils. This is largely due to the broader scope of the work under male influence.

Women are more prone to mechanism and drill and give much more attention to details. They inspire more personal devotion but less of ambition. They take a greater interest in the home affairs of their pupils, but less in their games, clubs, and societies than men do.

Many pupils of either sex should come under the influence of the opposite sex or under the influence of the sex opposite to that under whose control they have been. Boys who have been under exclusive feminine control are in greatest need of masculine influence.

To sum up the whole study the following general conclusions may be stated.

1. There are many common and individual factors which enter into the work of teaching and which are, in many cases, more important than distinctive sex characteristics.

2. Sex characteristics play an important rôle in school work, and both the sex of the teacher and that of the pupil are important factors in education.

3. The influence of the sexes differs with the age of the pupils. Young children are, as a rule, in need of almost exclusive feminine control, but older children should come under masculine influence in part at least. The mother instinct is a necessary factor in primary education.

4. It is on the side of character-forming that sex differences play the most important part. In the mere matter of instruction the difference between the sexes is not so marked.

5. Masculine influence is necessary for the proper development of boys.

6. The preponderating influence of women, as it exists at the present time, is detrimental to the best interests of our schools.

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EDUCATIONAL OUTLOOK BASED ON OCCUPATIONS.

By L. D. ARNETT, Sometime Fellow in Clark University.

Thinking that a study of the occupations of the various elements of our population as given out through the last census report would be of some interest from the standpoint of educational theory, I have ventured to present a few of the statistics and to point out some conclusions. I am well aware that neither the occupations of the child nor those of the adult furnish ultimate criteria for a course of study, yet the industrial situation is no small factor determining such a course. Education and training aim to prepare the child to meet the present situation to the best advantage of both. More definitely they should aim to prepare him to work to better advantage—implying the preparation for different kinds of work and for new methods of work. Industrial education should enable the student both to meet and create new conditions. In any course of study while the industrial situation is only one of the elements to be considered its importance is so great that it cannot be overlooked. The ideal education cannot omit the means of living. The data on which this paper is based have been collected from all parts of the United States. The returns have been classified for the country at large and for the separate states. Conditions vary widely in different parts of the country, so much so that local industrial conditions must often determine what is best for the schools in any particular locality, that is to what extent the course of study in the schools of any particular locality should be influenced by this element. There are among the educational and training factors of our school system those (a) relating to physical development; looking toward the development of the body and later toward training for some particular work or occupation. (b) Certain fundamental studies intended to develop the mind of the child and give the elements of an education and later those studies relating to some particular work or occupation. (c) More general studies more or less remote from the business of the individual and termed culture studies. This classification, however, is arbitrary, education admits of no such division; for conduct implies a unified system of knowledge. The studies that compose the second group will represent the most variable factor for different localities.

The census bureau in 1900 recognized 303 gainful occupations. The term gainful occupation means productive labor of any kind, for example, the student in school may be supporting himself, or, the child 10 years of age or more may be "earning money regularly by labor, contributing to the family support or appreciably assisting in mechanical or agricultural industry;" but the doing of domestic errands or family chores out of school would not be included. The married woman may have a gainful occupation whether she does the work at home or goes regularly to a place of employment provided she is earning money for family support.

The total number of males above 10 years of age (1900) was 29,703,449. Of this number 23,753,836, or 80 per cent., were occupied as follows:

	Number.	Per Cent. of total number of Males.	Per Cent. of Males Employed.
Agricultural Pursuits,	9,404,429	31.7	39.6
Professional Service,	827,941	2.8	3.5
Domestic and Personal Service,	2,485,208	11.7	14.7
Trade and Transportation,	4,263,617	14.4	19.7
Manufacture and Mechanical Pursuits,	5,772,641	29.4	24.3

The important factors to be considered in a study of these occupations are (a) the wide diversity of employments, (b) the degree of specialization. In classifying the data the census bureau has listed 18 specified occupations under agricultural pursuits; under professional service, 28 specified occupations; under domestic and personal service, 29 specified occupations; under trade and transportation, 67 and under manufacture and mechanical pursuits 161 specified occupations.

The total number of females above 10 years (1900) was 28,295,796. Of these 5,319,397, or 18 per cent., were engaged in gainful occupations as follows:

	Number.	Per Cent. of total number of females.	Per Cent. of those at work.	Per Cent. of the men doing similar work.
Agricultural Pursuits,	977,336	3.4	18.4	10.4
Professional Service,	430,697	1.5	8.1	52.
Domestic and Personal Service,	2,095,449	7.4	39.4	50.1
Trade and Transportation,	503,347	1.8	9.4	11.8
Manufacture and Mechanical Pursuits,	1,312,663	4.6	24.7	22.7

From the census tables showing the actual numbers employed we find that of the males and females engaged in 303 occupations, the number of the latter exceed the former in but 25 specified occupations, the greatest excess being in the following: Servants and waiters; dressmakers, launderers and laun-

dresses, teachers, professors in colleges, etc.; housekeepers and stewards, seamstresses, nurses and midwives; stenographers and typewriters; milliners, boarding and lodging housekeepers. These ten occupations embrace 55 per cent. of all the females employed. If two of these be omitted, viz., teaching and stenography, the remaining are occupations peculiar to the home. By comparing the numbers in the above tables, it will be noted that the number of females approaches the number of males most nearly in domestic and personal service and professional service. Another important point is that 39.4 per cent., or nearly two-fifths of the females, are engaged in domestic and personal service. This means that of all the females who earn wages two-fifths of them seek employments relating to the home. As to other pursuits, nearly one-fourth of the females are engaged in manufacture and mechanical pursuits. These pursuits, however, require little technical knowledge or training, so little in fact that few of the laborers would be classified as skilled. Many of them represent a class whose business it is to feed a machine or to care for its immediate products.

Under the head of manufacture and mechanical pursuits, in which 4.6 per cent. of the females and 19.4 per cent. of the males are employed, 161 specified occupations are grouped. This category represents a wide diversity of occupations, and the significant point is the fact that a large per cent. of males engage in this kind of work. Under the 18 specified agricultural occupations, 3.4 per cent. of the females and 31.7 per cent. of the males are employed. Under domestic and personal service, in which 7.4 per cent. of the females and 11.7 per cent. of the males are employed, are 29 specified occupations. Under professional service 1.5 per cent. of the females and 2.8 per cent. of the males with 28 specified occupations, and under trade and transportation, 1.8 per cent. of the females and 14.4 per cent. of the males with 67 specified occupations.

Since the number of females is smaller in each instance and especially so in those pursuits that relate to trade and manufacture, the educational privileges for meeting the requirements of these occupations should favor the males. Another factor not to be overlooked is that more than one-half of the females employed are engaged in work peculiar to the home, and since only 18 per cent. of the females are employed we may say that 9 per cent. of female labor is in no way related to the household, and that 91 per cent. of the females, whether laboring or not, need an education fitting them for the home. The occupations of males indicate that young men require schools in which are many avenues for specialization. Those of the greater part of the females indicate the need of a general education fitting them for the home. On the other hand

a general education for the females, including the subjects of domestic science, manual training, nature study, and stenography, would meet the requirements of the industrial situation, with the exception of professional service.

The school is not adequately adjusted to the industrial situation. This conclusion is somewhat further strengthened if we note the number of children of each sex engaged in gainful occupations.

	Age.	Number.	Per Cent.	Age.	Number.	Per Cent.
Total number Females,	10–15	4,760,825		16–24	6,752,442	
Total number Males,	10–15	4,852,427		16–24	6,605,645	
Females employed,	10–12	485,767	10.2	16–24	2,136,445	31.6
Males employed,	10–15	1,264,411	26.1	16–24	5,544,631	83.9

The work of the children from 10-15 was distributed as follows: In agricultural pursuits, 4.3 per cent. of the females and 17.6 per cent. of the males. In domestic and personal service, 2.9 per cent. of the females and 2.8 per cent. of the males. In manufacture and trade, 2.9 per cent. of the females and 5.6 per cent. of the males.

The extent and variety of the occupations of male children is greater than that of the females. As a rule, however, children are capable of only the simplest kinds of labor. Preparation or ability to perform the more complex forms comes later as specialization becomes more pronounced. The work in which they engage cannot be taken as significant of the work they will ultimately choose for gaining a livelihood. The child is often compelled to labor whether it is along the line of his inclinations or not. At the same time he may be looking forward to a larger sphere of activity. Compulsion and poverty are usually the impelling forces to labor at this early age. The kind of work is too frequently the result of circumstances and cannot be taken as significant. Rarely do they look upon it seriously as their life work.

From the ages of 16 to 24, thirty-one per cent. of the females and eighty-four per cent. of the males were engaged in gainful occupations. As to the males in particular, at the age of 15 more than one-fourth of the number are at work, from 16 to 20, more than three-fourths, and from 21 to 24, more than nine-tenths. This suggests a well known fact that up to a certain limit the number of the male population engaged in gainful labor, beginning with childhood, constantly increases. Many join in these ranks with little education or preparation for service. The best remedy for this evil, judging from labor statistics, seems to be separate secondary schools for the sexes, —at least a school for the males that admits of early specialization along several lines. These lines may be roughly indicated

by the grouping of occupations, viz., agriculture, professional service, trade and transportation, manufacture and mechanical arts, domestic and personal service.

Another point has reference to the number of female workers classified according to nativity. Of the native white females having native parents 13 per cent. were employed; of those having foreign parentage 21.7 per cent. were employed. Of the foreign white 19.1 per cent. were employed and of the negroes 40.7 per cent. It will be noticed that a larger per cent. of both the foreign born and those native born having foreign parentage are employed than of the native white population. We cannot take this to mean that they have advantage through superior training or education. More frequently they are compelled from lack of training and education and from financial circumstances to do many kinds of labor that the native born could do equally well and perhaps better, work which the latter class consider beneath their station in life. Negro women are not educated to excel in any particular line of work. Their menial disposition on the one hand and financial circumstances on the other lead them to some form of labor. The two classes into which most of the labor of the Negro woman falls are agriculture (40 per cent.) and domestic and personal service (52 per cent.). Both the quantity of the product and the quality of the work would be greatly improved if this class could have a general education including nature study or elementary agriculture and domestic science.

This article has dealt only with the industrial aspect as it may be related to future education. Other aspects have purposely been omitted.

THE PEDAGOGY OF HISTORY.[1]

By G. Stanley Hall.

If we interpret history as including all that has happened in time from the beginning down to the present moment it is, of course, the largest of all topics and includes most others. In the yet broader horizon of evolution it embraces nature as well as man, and voluminous as are its documents, is most of it yet to be written. For our far narrower purpose, it is the experience of the human race stored in books and memory. In ancient Judea, Greece and Rome, it was the simple genetic story of one race and that only in certain very limited aspects. Now history is not one, but many, for besides modern nations the story of ancient ones is unearthed and enlarged so that the field of written history now stretches far beyond the ken of the most learned individual, while modern critical methods show that Herodotus and Thucydides, Tactitus, and Livy, precious as they are, yet knew little and understood less of the true history of their land and times. To-day every department of human interest has its history, books and authorities, great and small; each language or literature, philosophy, religion, science and industry, and there is military, financial, commercial, political history, histories of dynasties, heroes of the common daily life of the people, education, dress, fashion, parties, and every social institution, each with sub-divisions in which a man may work a lifetime and know a little of the rest. The school of Freeman, Stubbs, and Gardner, have little respect for Hume, Gibbon, Macaulay, Hallam, Lecky, Buckle, and the disciples of the former were scandalized at Froude's appointment to Freeman's chair because he tried to be interesting even at the expense of accuracy. They demand that each should choose a limited field of English history, keep to it and off the domain of others, cling to facts, and be very wary of all generalization and explanation, till we wonder if Schopenhauer was right in urging that history really has no meaning, and whether, as Schleicher said of language, history can be defined only by the phrase "Es ist was es wird."

[1] Address at the Annual Meeting of The New England History Teachers' Association, May, 1905.

At many points in this paper I have been indebted to data collected by Horace L. Brittain, a graduate student at Clark University.

In this confoundingly vast and complex field, what can the pedagogue now do? Shall he go on teaching the old matter by old methods served in new attractive manuals, as the Sunday School goes on teaching the Testaments, for edification only, ignoring the new bible revealed by higher criticism? If this were best we could not do it because in history the college expert and his higher view dominates and prescribes, while in religion conversely the church view dominates the professor and teaches him reticence and reserve. Hence it comes that in the one field, the high school youth is protected from methods and results of advanced scholarship while in the other they are often prematurely forced upon him.

To my thinking it seems now time to go back and move the previous and all dominant question why we teach history at all; what should it do for the young; why should it have a large and growing place in our ever more crowded curriculum? What is its value, and what can and should it do for the young?

I. Should it, as one group say, primarily teach by scientific methods, show the working of the law of cause and effect in human affairs, develop where possible on the basis of physical geography, introduce statistics to show average uniformities, or responses to physical conditions, even in the domain of individual freedom? This has been advocated even for upper grammar grades, but I believe the very nature of high school youth needs to develop from history a growing consciousness of freedom, to the sense of which, according to Hegel, is the only measure of advance. The very idea of law in human affairs comes late, and while we should ignore no standpoint this should surely be subordinate until the university period.

II. Is it, again, to teach to think historically, to acquire the habit of seeing all things in temporal perspective, as products of growth and development, to learn where to find authorities and sources, and to implant the habit of turning to these as Kendall's book and your committee of 1902 recommend? This is somewhat connected with the method of intensive study in a restricted field introduced into some English schools and occasionally here. This is surely a precious addition to the teacher's repertory and should not be excluded; but is it not prematurely academic? It is surely not our prime purpose to make historical investigators, and the complexities of Droysen's Historique would be precocity in the high school.

III. Again, assuming that good citizenship and patriotism are the religion of the public school, should it not be our prime object to make intelligent citizen voters, and lay the first stress upon duties to the State and society? This view is greatly emphasized by the modern interest in sociology and the need of amelioration and reform, and seems to me a yet higher aim,

immensely re-enforced by the needs of modern, political, social life. It is vastly broader than the effete watchword of the Blunchli school that was painted on the walls of the historical department of my late colleague, H. P. Adams, "History is past politics and politics is past history." But here, as in weighing each of the other standpoints, we must not forget the ever growing preponderance of girls in our high schools whose practical demands and interests all admit are not quite identical with those of boys. Girls do not like history as well as boys. Even the latter in the teens have not quite reached the age and maturity when civic interests, which are of slow growth, are very deep or strong.

IV. Again, is it culture history or to give a background and skeleton for literature, science, or to develop memory, language and imagination, to enlarge the naturally very narrow personal horizon of the young, to make them citizens of all times, spectators of all events, to assimilate the history of the race, to be the telescope and the microscope of man's self-knowledge, make the young feel the rich ancestral heritage of the past and worship their ancestors and their great deeds? This is perhaps the most broadly humanistic and liberal aim of all, but also perhaps the hardest, most comprehensive and least satisfactory, and culture history is yet in its infancy.

These, as ideals, are all not only helpful but noble. While they have much in common they are also diverse. Thus I believe that there must be one dominant aim to which all the others, while not liminated, should be subordinated, and I have accepted your invitation not, of course, as in any sense or degree an expert in history, but to plead that the high school teacher, while not ignoring these academic ideals or college prescriptions or even the very helpful report of the Committee of Seven, turn in thought to-night from these to another aim and take his cue from the nature and needs of youth, the highest criterion of all educational value, striving first to be a teacher and minister to these and abandon for himself the methods of original research. If you do this I am persuaded that a fifth aim, namely the moral one, will be found fittest to be made supreme. This conclusion is not based chiefly on the fact that in every land the percentage of juvenile crime is both increasing and becoming more precocious, significant as this indication is of the general need, but on the fact that ethical purposes by their very nature can best include and harmonize while they also overtop all others. Modern text books and theories of morals even do not suggest the richness, scope or efficiency of this point of view, to plead for which is my errand here to-night.

It was just because history was not thought able to moralize, but to be, as Gibbon later defined it, a record of crime, folly

and calamity, and to be often immoral, that it found almost no place in the trivium quadrivium which held sway for a thousand years, that the pedagogues of the Renaissance, the humanists including Erasmus and Melanchthon, and the philanthropines, either excluded it except for the education of princes, or confined it to carefully edited compends of antiquity or sometimes limited it to Judea alone. But for Luther, as for Salzmann, it was a thesaurus of inspiring ethical examples to show how all got their deserts in the end. For Schmidt it was to illustrate God's ways in the world. For Thomas Arnold it demonstrated the power working for righteousness, and was to give a practical philosophy of life. Even for Droysen its values are chiefly ethical or, as he puts it, it is the self-consciousness, the ethical "know thyself" of humanity, inculcating patience, uprooting prejudice, showing how virtue must be militant before it can be triumphant. It warns by showing the blindness, temptation and folly of men and inspires them by contagion to the emulation of the greatest deeds of the greatest and best men of the past.

Now moral education does not consist in teaching to avoid all swear or dirty words, disobedience, pilfering, truancy from school or church, rowdyism, cigarettes, quarrels, laziness, inattention, obstinacy, selfishness or disorder. These are not central. Juvenile immorality is not all comprised even in the nine hundred and fourteen German words for faults which Koezle lists from the writings of thirty pedagogues, nor in the fifteen large classes of faults to which he reduces them in his contribution to the growing science of paidological pathology, or to those errors to which the three thousand terms in the scolding vocabulary of old Haubererle refer. Many faults that interfere with the teacher's mere convenience or even ideals are only virtues unblossomed and yet in their homely bud. There is something the matter with the high school boy or girl that the teacher truly calls a perfect gentleman or lady. The very good youth is usually abnormal. A child may conform to these standards and be morally neutral, imbecile or even rotten. Truthfulness, *e. g.*, may be so inculcated as to kill the imagination, obstinacy so treated as to destroy the will, and so on through the list. Some, if not all, such faults are in some degree inevitable in the teens, and to magnify the guilt of them is to divert the moral sense from the larger essentials of virtue. Thus in pleading that history should be taught chiefly for moral ends it would be only priggish if we meant that it should be chiefly so used as to correct such faults. Whoever rubs in the fact that Washington could not tell a lie, or rubs out the fact that he swore, has neither historical nor moral common sense, or tact. Perhaps women teachers are more liable to

such errors of perspective and more prone to identify virtue with conventional conduct than men.

The real case is this. The one fact that towers above all others in the teens is that nature then suddenly endows youth with about all of her most precious gifts and gives us our psychic capital of heredity for life. This donation comes like a spring freshet that, if its floods are stored, irrigates every crop the soul can bear and brings all to harvest, but, if not, speedily passes away leaving only gullies, cañons, and desert wastes behind, so that later life is arid, desiccated and not fertilized. What is this bequest? It is hard to characterize. We may call it imagination which supplements facts, which represents the best of all history, namely, that which is not yet written because it has not yet occurred. Perhaps feeling or sentiment is a better term, or idealization which is often truer to the heart than to outer fact. The religionist calls it faith, the substance of things hoped for and the evidence of things not seen, which is the special forte of youth, or the enthusiasm of humanity which who can define? The moralist says it is a pure sense of oughtness or of duty not yet formulated, or given its clear objective aims, or again, it may be the sentiment of honor, the strongest of all motives, even overtopping the sanction, love of life itself, in young men and women, but often also the most perverted. It has been called the unminted bullion of humanism. At any rate, it is the nisus or push upward of evolution in the soul which has impelled man's every upward step in his development, the promise and potency of the superman that is to be. The psychologist can no more define it than the biologist can define protoplasm, or the physicist, ether. But it is the raw material of human life out of which everything that is best in it is made. It is plastic to the teacher to preform and mould. It is for the shaping of this moral life stuff that the historical even more perhaps than any other, unless it be the religious teacher, is responsible. It is the moral nature before it is developed into character or is expressed in conduct or habit. Genetically, it is a felted mass of all the dim ancestral experience of the race reverberating in the individual soul. It is love before it has found an object, interest before it is vented in the cultures. If this is wasted we are old at twenty-five, and if conserved we are young at eighty. Myth, poetry, legend is its placenta, and truth to it is higher than conformity to facts which, unvitalized by it, are dross, slag, the mere tailings of a mine. It often gives a brief scintillating moment of genius even to dullards. Better in youth, the gushiest, mushiest morass of sentimentality than the early aridity toward which our old civilization, our precocious devotion to utility, our inclination to the early loss of even the sense of, and sympathy with,

youth unprecedented in all history, which tends to make our school system, while the biggest, most costly, and materially magnificent ever seen, the least morally effective of any on earth.

Now what kind of historical teaching best develops this nondescript mother lye of the higher moral life? The age for the romance of history has not yet passed, but is at its prime in the middle teens. Herbart said twelve was the age when the subject matter of Homer sank deepest and did most good, but later studies indicate that this is a little early. At any rate, the taste for pure old legends like those of St. George, Arthur, the Round Table and the Grail, if well told in good Anglo-Saxon, according to Freeman's ideal, has not weakened at sixteen, and even if they are known before, now have new meanings. Youth is most at home near the dawn of things. Properly edited historic matter from the Old Testament, Herodotus, Thucydides, Tacitus, Froissart, and a long list of others, are psychologically nearer to this age than is the last election. Wherever the world is young youth is at home, and some of the oldest writers of history, properly edited, contain more for them than do the latest and most scientific. Dante, "the voice of ten silent centuries," needs only pedagogic editing to be one of the noblest links between literature and history. Now it is because the matter of the best of these old histories was long in the unwritten stage of oral tradition, plastic to the historic muse, that it has been worked over and distilled into an almost purely moral content. Much that the modern historian rejects because it happened nowhere is precious because it might have happened anywhere. Such history is the very essence of education at a certain stage and best of all calculated to bring out all innatenesses above described to embody them in incident and give their mazy indefiniteness form and shape. The faint inherited traces of ancestral experience find here their complement in the life of the race. Some tell us that the best of this most precious culture material is lost, but if so we must treasure all the more what is left if the practical science of evolving man is not itself to be lost, and we have a grave responsibility to improve and enrich our curricula by new inventories and constructions of this most condensed culture matter. For school purposes, as for Carlyle, history should be to teach the infinite difference between good and bad, to set forth, even if in loud colors, the law of right and wrong, justice and injustice. Just at that point when the cause of æsthetics and ethics are not yet quite differentiated, youth enjoys nothing like an unpointed moral, a cycle of events grouped about a great ethical problem. With this stimulus his memory, judgment and reason work best.

The very gallery of the theatre applauds most the apparitions of moral law where the hero and the villain richly get their deserts. Anything that shows righteousness rewarded and vice punished arouses interest as does nothing else. The Bible has been thought supreme and even divine and taught where no other history was, because it made for virtue and conduct which is three-fourths of life. Let scholars investigate and colligate the facts; the great teacher has the yet higher task of Biblifying them in this sense so that we can guide life by them, economize its forces, and get most out of it. Our problem is not, I ween, primarily to teach what has been, but to save moral powers from going to waste. In a crude metaphor we must first store the waters of life if we would later use them for power or draw them off into a thousand channels for fertilizing life. The dwellers in man-soul have learned to warm their moral life by wood fires from forests, both new and primeval, but the old traditions and uncouth myths which the modern historian rejects as common earth we are just learning to use like the coal measures laid down when vegetation was far richer and ranker than now and which are full of possibilities of power and warmth that we have not realized. These are already coming to be centres of great genetic interest to the psychologist and will have no less value to the teacher of history when we know all their meaning and how best to use them.

May I propose for your consideration a new definition of man as the only creature with an irresistible impulse to destroy his own pedigree? Primitive man contended long with the higher mammals for the dominion of this globe and won. He has always been the great exterminator. Every decade some species he hunts for sport or profit becomes extinct, and the list is a long one. Every century adds to the list of primitive people like the Boethuks and Tasmanians that perish from the weapons or disease of civilization and whose blood cries from the earth. Other ethnic stocks are likely to perish to the last man during the new century. The so-called missing link between man and the higher anthropoids has been destroyed by this ruthless instinct. Man covered his tracks and destroyed the ladder by which he arose. So in the world of culture we are fast losing all feeling for the naïve, the natural in thought, feeling and conduct, for the rural in our urbanized life, for childhood and youth which evicted from its paradise now cannot wait to become adult. Science is often practical, un- and anti-humanistic, our chairs of literature teach philology, our historians are pragmatic, disparage early writers as inaccurate, eliminate as useless the records of beginnings and golden dawns in the story of ancient nations because of an admixture of myth

which they have not yet learned to interpret. But Tyler, Frazer, Grimm, Wellhausen, and even Wagner, are historians, too, who have made this dim past glow with a new light, restorers of a lost stage of development and therefore also restorers of youth to its own, supplying the phylogenetic key to what was well nigh lost in the individual. Was it not a reproach to Grote, who swept away everything in Greece before the Doric invention, that it was left to the spade to find a new interpretation of Greek history in the earlier Mycenæan, Cretean and even Ægean period, that extends the story of Hellenic man from 700 back to perhaps 2000 B. C.? In short, wherever we look we now find indications that when psychogenesis and pedagogy come to their rightful kingdom the stones which the historians reject may yet become chief stones of the corner and that the maxim, "History for history's sake," like that of "Art for art's sake," while both have their place for adults, should be subordinate both in history and art, as should perhaps everything else for youth, to morals. Granted that history should give a growing self-knowledge in the present living progressive age, can we truly fit for this except by living through all the important stages of the past and repeating each significant step by which the present was reached? Does not youth suffer because history is still unhistoric and too exclusively devoted to advanced scientific methods? Indeed, is fitting for life in any present the best way of fitting for life in the ever larger future, and if educational ideals ever attain their proper place, will not the most advanced university graduate feel that in teaching history in secondary schools he faces as new and as important a field of original research as anywhere?

Finally, while pleading to-night merely for a new and greater emphasis here, other aims, methods and fields should, of course, not be ignored. For the teacher in no other department perhaps is it quite so necessary or quite so hard to use every method and yet keep each subordinate, to maintain just perspective and escape everything doctrinaire and faddish. While pleading for more and better oral narrative teaching we should surely always have a good text-book to anchor to, and here I am told and inclined to think from cursory inspection that our English co-workers are now better off than we, rapid as has been our improvement of late. The individualistic theory of history as the essence of countless biographies cannot interfere with any scientific or even necessitarian view in a mind with room in it. Some use of sources is now possible in the high school and gives a new sense for origins and documents. Note taking with some dictation, if careful and judicious, is a grateful variant for the pupil and gives the teacher by simple inspection perhaps the best of all tests for promotion. The li-

brary, collateral reading, with co-operative methods and efforts, learning to work together and work for the common good, suggests also a much larger collection of books and a comparative use of them in every school, and this may mark a new epoch in the habits of study. Too many maps, even large ones from the government, too incessant reference to geography, and especially too many pictures, lantern slides, perhaps games with history cards, it seems to me, some authorities to the contrary notwithstanding, we can hardly have. Colored chronological charts of both universal history and that of special countries, genealogical schemes of dynasties and reigning families, statistical diagrams from the census, curves of financial, industrial, vital data, the cycle or spiral method with a general survey later repeated and amplified always assuming that every review should be broader instead of a new period each grade, seem to me too little favored by the Committee of Seven, and is not both the unit block and the intensive method involving any high degree of accuracy and detail too academic, and should the high school teacher have to think much of satisfying college entrance examinations? Is that teacher not a poor devil, in the printer's sense at least, who brings into much prominence the collecting of and class work upon old entrance examination papers, stimulating in certain very limited ways as this may perhaps be to a few under present unfortunate conditions? So, too, mock town meetings and congresses may have a place, but is not the American way of evoking opinion and discussing questions, about which the wisest differ, overdone? May it not breed conceit and a sense of attainment, and are not the Germans right in their insistence upon inculcation, leaving reason and independent judgment and weighing evidence and original investigation to come later when powers are more mature and facts better known, while utilizing to the utmost the golden hour of memory? While in general we should follow the stream of continuity, temporal and causal, that does not mean that we should never work backward from the present or from effect to cause. Knowledge of the common life of the people in past periods is, of course important, and in some places, like Milwaukee, students from not only the high school, but the upper grades, go in classes to an American museum, and not only see, but sometimes attempt for themselves the processes of spinning hemp and wool, making fire with flint, weaving on looms and otherwise seeing the ways of life of our colonial forbears; but we cannot study the past without sympathy with, and in many periods attention to, monarchs and courts. Between the minstrel and the monograph, in which history begins and ends respectively, there is an immense interval, and there is room for every method known and

yet to be developed, and, therefore, need for great freedom for the individual teacher to work best where and how he is strongest, for each school to utilize every local opportunity and incentive. Is a uniform curriculum in such a vast field sacred, possible, or desirable? Is not a historic unity to a great extent an artifact, and should not the teacher here scatter all possible hints and suggestions, opening apperçus, favor browsing, begin many things that he does not finish, often attempt to be so extensive as to seem superficial, because youth, in a sense, covers more surface than depth? Should he not sow a great deal of seed upon the waters which he never expects to see again in recitation or examination, and trust something to the intuitive apperceptive powers of the young? Does not the examination type of memory often tend to keep things near the surface and in the merely cognitive stage that should sink deeper and at once affect conduct and character, and for what is history but the study of the moral character of men and races?

There are two dangers in teaching history in this unhistoric land, with no dim mythic background and with our intense absorption in the present. One is that we shall lapse to lesson setting and hearing. Just in proportion as a teacher is poorly equipped with knowledge he tends to become a mere exactor of work and takes time telling pupils what to do and testing to see if they have done it. But this is not teaching, but a device of ignorance, laziness, or physical weakness, or all combined. The teacher teaches and reduces recitation to a minimum. Whoever has visited the best continental schools or studied comparatively such national educational expositions as those at St. Louis must have been acutely impressed with the fact that we exhibit what the pupil does, Europe what the teacher does. Here he says, "Go, do this, and prove to me that you have done it." There he says, "Come, let us study together; I know and will inform, interest and inspire you to go on." A little more pedagogic insight would make us ashamed of our wretched devices to conceal, excuse or dignify our ignorance or save ourselves work. We say let the pupil find the facts for himself and then he will remember and prize them and incidentally learn to investigate. No, we should have investigated and learned to impart. The teacher should teach. We allow and even encourage callow classes to debate and discuss and weigh evidence and think we are developing judgment, and they find it far easier to discuss than to learn and are also flattered by the subtle suggestion that they can form opinions that merit the name, instead of exercising power by their crude thoughtlets, bombinantes in vacuo, they are inclined to the delusion that their mental emptiness is filled and so grow complacent with their ignorance, are opinionated where experts

differ, and with more power to achieve than to receive suffer like those who work hard on an empty stomach. Some teachers have come to fear that the pupil in the high school is actually in danger of accumulating a mass of undigested, unsystematized knowledge, and perhaps to fancy that this peril is awful and ever impending. But have any of us ever seen a dangerous mass of knowledge in any youthful mind, unless in the memory freak, and even then are we so oblivious to the laws of mental work and growth as to think that such a mass of erudition could exist in the mind without being assimilated in the child's manner, or that even if it were a vast floating plankton our petty artificial devices of correlating, associating, linking, can have any other possible effect than to prevent it from sinking deep into the soul and keeping it on the surface against the day of examination? "Oh, teacher," said a high school girl to a history teacher strong in methods but weak in knowledge, "I could understand all so well if you only would n't explain it." In these days of hypermethodic pedagogy it is fitting to recall that by the laws of his guild in the middle ages, the barber's apprentice became a master workman when he could whip up two ounces of soap into two barrels of lather. I look with some dismay upon the rank new formal methods in history, but let us not forget in this richest of all culture fields that the teacher's business is to teach and that of the pupil to learn, and that all stated recitations and examinations can never be much better than a necessary evil.

The other danger and the last is materialism. History is not primarily to teach business, tariff, economics, finance, or any utilitarian form of self-interest. There are things even in a republic yet higher than constitutions, legislature, government, machinery, politics, civics, how to vote aright, important as these things are even for girls. Does not history for all, and must it not especially for the young, suggest as its supreme lesson the power in man and nature that makes for righteousness, and is it not this that the progress of events from age to age reveals ever more clearly? Bunsen called it God in history. Some deem it the nisus of evolution that makes the best survive and the worst perish. Should we not here and there, both at great epochs and in taking a long-ranged view of the whole panorama of events, each teacher in the way he himself can feel deepest, seek to touch the religious instinct and at least occasionally try to rise to the height of the great argument that justifies the ways of heaven to man?

THE NEGRO IN AFRICA AND AMERICA.[1]

By G. Stanley Hall.

There is evidence that for centuries before slaves were imported to America there had been a slow migration of population in Africa toward the west and southwest. The weaker tribes,—Keane says, "the dregs and sweepings"—have been driven to the slave coast north and northwest from the Gulf of Guinea. Among the tribes of Dahomey, and in the Fan, Felup, Wolop, Kru, and other stirps, there has always been back of all differences a great deal of unity in social customs. Most trace kinship through the females. They are more nomadic than agricultural, sometimes resort to cannibalism, use an agglutinative speech, believe profoundly in witchcraft, are lazy, improvident, imitative, fitful, passionate, affectionate, faithful, are devoted to music and rhythm, and have always practiced slavery among themselves. In their religion the medicine man is everywhere feared, courted, but hated. They believe in charms and fetiches. Some, like the Yorubas, have an organized priesthood. Conjuring and sorcery are universal, and, one writer says, have probably destroyed more lives than the slave trade. Life is dominated by spirits. Ghosts are talked to, and medicines rubbed into weapons. Animals and plants have ghosts. Spirits do all that is unusual. They cause sickness and must be propitiated by offerings and often with bloody sacrifices. Polygamy is universal. Fecundity is high and mortality great. Strong sex instincts are necessary to preserve the race. As soon as the child can go alone it begins to shift for itself. Stealing is universal and is a game, and falsehood a clever accomplishment. The natives sacrifice everything for a great funeral. The tom-tom is their chief musical instrument, and their passion for rhythm is very strong.

Our slaves came from the long narrow belt, not many miles from the sea, or near the Senegal, Gambia and Congo. The Ashantis sometimes captured and sold almost whole tribes. The slave coast was near the angle because this offered the best means of escape in case vessels were pursued. It is surprising to see how few of his aboriginal traits the negro has lost, although many of them are modified.

[1] Address at the University of Virginia, July, 1905.

The present status of a representative tribe is illustrated in the Vei territory which is three hundred miles long and two hundred wide on the seaboard from Gallinas to Cape Mount. Much of the coast is low and at first very unhealthful for Caucasians, and during July and August, the heart of the rainy season, the downpours are terrific. Each village has its chief while the provinces have kings, and at the head of all is now Prince Momolu Massaquoi of Ghendimah, born in 1872, trained as a Mohammedan, coming to America when he was sixteen and entering Nashville College. He has now founded an industrial school where the pupils are taught English, Vei, and Arabic. His great problem is, "How can my people be saved from the corruption of the whites?" [1] The king is absolute only in certain things and is always attended by his council. Questions are settled by judges before whom the parties themselves argue, and votes are cast if the judges disagree. If one man kills another he may be killed by relatives, but if he kills his relatives nothing is done. If a worthless fellow is killed by a brave man nothing is done. When a slave steals he is only whipped; but if a free man steals, a bunch of rice straw is tied around his hand and arm and set on fire, which leaves a spotted mark forever. All public questions are settled by vote. The king is supported by presents, and ambitious subjects will sometimes give a third of their income. Soldiers are paid entirely by spoils. From the cradle the child learns the tribal legends which teach bravery and patriotism. He soon is attracted by the beautiful bow and arrow which he loves to carry, and then learns to hunt. At twelve he begins to study Vei character, and at fourteen goes to the tribal school, called Belle, in the heart of the forest. Boys are then supposed to be inside of a great monster whose growl is thunder and whose breath is flame, who nightly covers the Vei country with his palm, and is next to God the most powerful of all beings. The women and strangers believe he yearly receives all male children and swallows them. In his body the children get their education without study. They learn industry, magic, prophecy, hoodooism. A similar school exists for girls in Sandee where they learn to make baskets, fish, cook, and so on. When the boys finish school they come rushing home, killing everything that they meet except man and acts, because, as is supposed, their minds are disturbed by their new freedom. Four days afterwards a great feast is made, and, if the boy is of age, he is given one or two wives and must be called by an honorary name given in Belle, and is thereafter a man. Every girl is strictly examined before marriage. All

[1] See his article, Africa's Appeal to Christendom, Century Mag., April, 1905, p. 927.

violators of virtue are whipped, dragged over town and proclaimed outcasts. The mother engages him to a girl when he is a small child so that she can train her aright. Girls are rather secluded and dignified. The seclusion is the result of the esteem in which they are held. Even when they are captured they marry only those they love, and slaves are entitled to the respect of free women in this regard. Their labor is a part of their life and makes them very healthful. Each man is a jack at all trades. Every one must entertain strangers without compensation, and rest places are always open. The rites of hospitality may last for months.

All believe in a supreme being who supports the sky, hangs up the stars, carpets the world with green, and may be something or somebody, is called Kamba or Gol. All believe in some mediator, and this for them is perhaps a bit of stone or wood that cannot lie or steal. All these fetiches are mediators. Sacrificing babies to crocodiles is the same stage as Abraham offering Isaac. The reason Mohammedanism is preferred to Christianity is that there are no sects. God is God and Mohammed is his prophet, is all. Diverse creeds are not what the heathen require, so "they pay no attention when different sects are preaching."

The first missionary was Daniel Ware, in 1860. He was soon called away and no Vei man saw book till 1877 when there were not five men who spoke decent English, although there are now hundreds. The great need is more industrial schools. This would stop war, for the finer house a man has and the more possessions, the less ready he is to undertake its risks. Africa "is only a playground for European lions and tigers." Every European nation claims rights of possession, regarding only those of other nations and paying no attention to those of the natives. The only right of Europe to Asia is that of discovery, and because the African is ignorant and does not cultivate the land. "We think our country belongs to us." A man would not be justified in possessing his neighbor's house because he had not made improvements. Greed is at the bottom of all. The white Christians "cannot hear of a country possessing anything which can be converted into tangible profit without desiring to possess it for themselves." The African does not sell his country, and the writer knows no single case of this. Usually it is by a gift system called "dash." The English present gifts which the native understands as courtesy, and the ruler has recognition and so sends others in return. It means friendship so that the whites are invited to settle, but the Europeans keep account of every gift, and when the old king dies, at some very opportune moment the natives are told that their land has been bought. Before this often

the chiefs are called together and sign a "paper of friendship." "Not being able to read they touch the pen and somebody signs their name to the document which puts them under the dominion of some foreign power while altogether ignorant of its meaning. Naturally the natives do not take such treatment quietly and a great war is begun in which they are slaughtered like wild beasts." The wars are because the native rights have been abused and they were unwilling to be forced to obey European orders on their own soil. "The vices of civilization are as degrading as its virtues are elevating." There is remarkable contrast morally between the natives of the coast and those of the interior, because the former have been demoralized by Europeans. Polygamy is quite as common among Europeans in Africa as among natives, although it is against the codes of the former. The Europeans have introduced a still more degrading system on the coast by which the wives of a Caucasian are the wives of all his friendly visitors. The home government knows little or nothing of all this. At any rate, "nothing is done to protect the virtue of our women." European supremacy will not elevate Africa. In his native state the African is in some respects the superior of the untrained Caucasian. The two great antagonists to civilization are money-making and prejudice. The African's elevation must depend upon himself and can be attained only by admitting native lineage to power and by education. "Nearly one-half the goods imported into my territory is in the form of liquor, and that of the very worst and most injurious kind." Those who cannot get enough smear their faces with it that their people may smell it and call them civilized. Those who have the means are drunk about every day, always excepting only the Mohammedans. Even the chiefs have gone so far that the least disturbance now results in war because of rum. "I can prove from my knowledge that all the wars that have been fought by my tribe since the advent of civilization have been brought on by a rash action on the part of drinking men. My people are strong, healthy, docile, willing to work for those who have authority, and we should be considered in the disposal of our land and in the rearrangement of our social conditions. If we had not advanced as high as some, we certainly had not fallen as low until liquor came. All we want is the right to work on our own soil, to eat and drink what is good for us, and foreign powers would in the end gain financially by a wiser policy." Let us, then, have a council of friends at some central point composed of all interested to consult and read papers and devise a plan for the protection of Africans from the evils of civilization. Let a council be formed to see that the laws made by other governments for the protection of

the natives are carried out, that complaints from native chiefs reach the home government, that native women be protected, and that when European husbands abandon them they should be made to support her and her children. This society should have a journal. But the first step of all must be the demolition of the liquor traffic.[1]

F. W. Blyden[2] says that now that Great Britain has taken several large Mohammedan states under its control it should learn of the French government, which since 1830 has made special effort to study the language, methods, prejudices and likes of its Mohammedan subjects. This has produced a vast body of Moslem literature. Mohammed once prayed toward the West because he said "From that quarter crowds will enter the religion of Islam and will be among the most faithful of its adherents," and so it has proven. More than two hundred million of the human race regard this faith as final. The Koran has not been well translated either by Jones, DeSacy, Fletcher, Muir, Badger or Palmer. "Let none but the purified touch it." There is here no higher criticism to impair the steadfastness and certainty of belief, no quarrels in education to deprive the children of a knowledge at least of the letter of the Koran, the whole of which is often committed to memory. Islam means "surrender," and it is this name rather than "Mohammedan" which his followers prefer. There is one chapter in the Koran—the thirty-first—entitled "Loquam," inscribed to a negro, and Mohammed has negro descendants and had himself negro blood. A hafiz is one who knows the whole Koran by heart. Sudanic scholarship is often surprising, especially among the sharifs or descendants of the prophets. Arabic is a lingua franca or sacred language of Islam where others are spoken. The negro Mohammedan lives under a eugenic system which enables him to transmit successsors. Allen Epward's suggestion that natives might be induced to Christianity by government proclamation, and that if Christianity was substituted for Islam the natives would not appreciate the distinction, is absurd. The African Moslems object to Christianity chiefly because the desocializing influences of the missionary break family ties, while their system consolidates them and increases the population. They also resent the caste system which separates the missionaries from the people, erecting strange special buildings for him with comforts that the people cannot enjoy. The Mohammedan missionary or teacher lives and sleeps with the people and forgets his race in the intensity

[1] Much of what follows is a re-edited paper printed in the Proceedings of the Mass. Hist. Soc., 1895.

[2] The Koran in Africa. Jour. of the African Society, Jan., 1905.

of his interest in the story he has to tell. They also object to the liquor traffic. "A trade worth millions is annually carried on between the Sudan and the Mediterranean, and not a gill of spirits enters into it." We tend to emancipate the negro from the disciplinary influences of savage customs, and present him with the free spirit of Christianity to be a law unto himself. Miss Kingsley, in her trenchant criticisms, insisted that the Protestant missions did most harm.

The negro has a tropical imagination, a very keen sensitiveness to nature and an over-mastering tendency to personify not only animals but natural objects. This has given birth and currency to the rankest growth of superstition to be found among any race and which often controls daily life. Some of these, like Obi worship, sorcery, voodooism, witchcraft, can be traced back to Africa and directly connected with fetich worship. The negro's intense emotionality predisposes him to believe in supernatural agencies; the good to be worshipped, the evil to be averted or propitiated. Convinced that the powers of evil were dominating him in his hardships he often sought the aid of spells, charms, exorcism, conjuring, weird nocturnal orgies, and even sometimes sacrifices of human blood.[1] He has developed a folk-lore of wondrous richness just beginning to be exploited by the white man's song and poetry. To the timidity and harmlessness of the much hunted Brer Rabbit he has added a cunning that outwits and a sagacity that often besets his enemies, so that this animal, slightly totemized, reflects his own nature. His sympathy with domestic and wild animals and fowls often invests them with human traits and makes them vehicles of moral meanings, gives to their cries, calls and songs a human significance and sees romances suggested by their characteristic activities very much as childhood does. He projects his very life into sunshine, storm, cloud, thunder, and especially in the latter he feels the immediate presence of a supernal power. Color is poetry and the sounds of nature music. All exceptional events in nature and human life have an immediate religious meaning to him.

If the feeling of dependence is the root of religion no race has ever been so predisposed to it. Submission, obedience, renunciation, have been his dumb, unwritten philosophy. Repression, humility, resignation, suffering, renunciation, for generations made him seize eagerly the conception of another world where his long patience and pain would be rewarded and where rest and freedom, his chief desires, would be realized. His imagination, which could give even dreams reality, made the next world a merely sensuous thing. In Africa it was this

[1] DuBois: The Soul of Black Folk, 1903, p. 198.

that predisposed him to revel in the heaven of Mohammedanism to which he has there been converted with ease and in numbers probably unprecedented in missionary annals. The negro fatalism, too, so illustrated in the character of Uncle Tom, takes a very different but no less constraining form with him than with the Arabs. Indeed, it has been urged that Mohammedanism is a natural next step above fetichism and the one his race should first take on its way to Christianity. Even in this country a note of revenge sometimes creeps into his conceptions of the great day of the Lord's coming when justice would bring reaction and restitution. Here the transition has been direct to Christianity. Nearly all negroes are church members at some period of their lives, and to the negro of the lower type religion is a kind of Pythian frenzy and the devotee becomes mad with supernal joy. He communicates with God in abandon, in vision and trance. Depravity, damnation, ecstasy, goodness, heaven and hell, are a simple and forcible creed, and by proclaiming these the colored preacher represents at once the bard and medicine man as the master did the chief of the old regime on the dark continent. The church became the social centre of life, replacing tribe and clan, and is thus to-day the truest expression of the southern negro's character. The venerable rite of baptism appealed strongly to his mystic temperament, while his emotional character gave Methodism the next place, and both these churches grew in influence and usefulness as even during the days of slavery they became less local and more organized. The negro church, so carefully studied in Du Bois's monograph,[1] antedated the negro home and now gives morality among the southern blacks its chief sanction and support. Its development from the nature worship of the Cameroons in Guinea and the gold coast is one of the most interesting of all the studies of religious development.

Shaler estimates that about half a million Africans have been imported into this country. No other race ever came here without its own consent. Slavery always involves more or less artificial selection. Those chosen in Africa were usually the best available. Slave traders not only rejected the deformed, old, sick, weakly, but often took great pains to select in both sexes those who were young, large, handsome, and vigorous. In Felt's "Salem" (quoted by George H. Moore in his "Notes on the History of Slavery in Massachusetts," 1866,) elaborate instructions are given to the captain of a slave craft bound to Africa to bring home a slave cargo, directing him to select strong and young persons, whether they

[1] The Negro Church: A Social Study. The Atlanta University Press, 1903, p. 212.

were captured or bought with rum, and enjoining great care of their health on the homeward voyage. This selection of the best, which Dr. Thomson estimates has within Christian centuries robbed Africa of twenty million of the flower of its youth, has contributed, as Lecky thinks the celibacy of the best did in the early Christian centuries to the dark ages, to check the indigenous development of Africa. It has also helped to make the average Southern pure-blood negro distinctly above his ethnic congeners in the Dark Continent in stature and vigor if not in intelligence. Although the pure-blooded negroes of all tribes are unusually homogeneous, and show general uniformity in the sharpness and definiteness of their ethnic type over most of equatorial Africa (chiefs differing comparatively little from the slaves there), the Southern negro, nevertheless, owes much to this selection. This or the regimen of slavery, or both, have given him on the whole greater weight and muscular development and increased regularity in eating, sleeping, and exercise. Slavery, at any rate, found the negro a savage and left him a trained laborer, and, as was for the interests of the master, in good physical condition.

One of the best evidences of this is found in the statistics of fecundity before and since emancipation. Between 1800 and 1900 the colored population of this country increased from 1,002,000 to 8,840,000, or well-nigh nine-fold. This increase was chiefly indigenous, because the slave trade ended in 1808. At this rate of increase, in the year 2000 A. D. the negroes will number nearly seventy-five million, or, on a different basis, according to Patterson's figures, in 1960 they will number forty-three million, or will equal the total white population of the country in 1880. Their rate of increase suffered marked diminution during the war, but is now slowly approaching the rate (probably the greatest the race has ever seen) which it had during slavery. Reproductivity is still greater than these figures would indicate; for in those States and cities where statistics of death are available (for instance in Louisiana) the mortality of the negro is greater than that of the whites at every age and greatest of all under five. This is due in part to early marriages and to loose sex relations. Few races, save the Celts, Russians, and Jews, are multiplying so fast. Their increase is markedly in excess of that of the Southern whites, which is high, and still greater than that of the Northern native whites, and greater than the increase of our total population exclusive of immigration. A race that can double three times in a century has a future. The negro's fecundity in the South is distinctly greater than in the North, he is more fertile in the country in the South than in its cities, and it is just here that he follows the great racial law of migrations,

namely, of gravitating toward those territories where he multiplies fastest. So, conversely, negroes are attracted least toward those sections of the country where their rate of increase is least. As all schemes of deportation are more and more recognized as impracticable, the problems of this race here, for an indefinitely long period, are likely to grow every year in complexity and in practical importance. This increase, it must be borne in mind, is despite the very high mortality rates, and every change that decreases this means a more rapid increase in the colored population, and this increase, not only absolutely, but relatively, is sure to be far greater in the warm South, where the negro is at home, than in the North.

No two races in history, taken as a whole, differ so much in their traits, both physical and psychic, as the Caucasian and the African. The color of the skin and the crookedness of the hair are only the outward signs of many far deeper differences, including cranial and thoracic capacity, proportions of body, nervous system, glands and secretions, vita sexualis, food, temperament, disposition, character, longevity, instincts, customs, emotional traits, and diseases. All these differences, as they are coming to be better understood, are seen to be so great as to qualify if not imperil every inference from one race to another, whether theoretical or practical, so that what is true and good for one is often false and bad for the other. Many of these differences were naturally far better understood by both races in the days of slavery and in the South than ever in the North or anywhere now; the emancipation destroyed much of the interest of slave owners in their chattels, so that intimate knowledge of the blacks by the whites in the South has in many respects steadily declined since the war. This is a faint biological analogue of what would occur if the best breeds of cattle should break up their domestication and return to the feral state; for then man's knowledge of the laws of their breeding and care would lapse, as natural selection assumed the place of artificial. On the other hand, during this period a new scientific study of the negro has arisen, and is fast developing established results which are slowly placing the problems of the future of this race upon a more solid and intelligent basis, and which seems destined sooner or later to condition philanthropy and legislation, make sentiment more intelligent, and take the problem out of the hands of politicians, sentimentalists, or theorists, and place it where it belongs, — with economists, anthropologists, and sociologists.

To select the single question of health, from many of the racial differences above enumerated, we find, in compiling many medical studies of the blacks, that their diseases are very different from ours. Their liability to consumption is

estimated at from one and a half to three and a half times greater than that of the whites. This is only partly due to their transportation from equatorial Africa, because there they are peculiarly prone to tuberculosis, and measurements show less average lung capacity than is found in the whites. Very striking is their immunity from malaria and yellow fever, which shows a different composition of the blood and which enables them to work in so many places where the whites cannot. They have extraordinary power to survive both wounds and grave surgical operations, with less liability during convalescence to reactions of fever and other complications. There is less suppuration, better and quite different granulation and scarification. Their lymphatic glands are more developed and more effective in filtering out bacteria, so that to most infections they are more antiseptic; and the specific energy of their serum, bile, and phagocytes against toxines is different from that of whites. Cancer, especially of the worst or carcinomous kind, is very rare, as are varicocele, enlarged prostate, stone in gall and bladder, and ovarian tumor. They are far from exempt from congenital deformities, whether those due to arrest or perverted growth, so that humpback, club foot, harelip, spina bifida, are unusual. There is more syphilis, but it less often results in tabes; more passion for alcohol and more consequent congestion of the liver, but less pure alcoholism. There is less insanity, mental defect oftener takes the form of idiocy, and all acute psychoses like mania issue sooner in imbecility. Epilepsy is far more common, and is connected with their general erethism. They are naturally cheerful, and so very rarely suffer from melancholia or commit suicide. The strange sleeping sickness they have practically all to themselves. Tetanus is common, chorea rare. General paralysis or softening of the brain, said never to have occurred in slavery although now sometimes found, usually lacks, when it does occur, the characteristic stage of delusions of greatness, perhaps owing to their humble position. Many eye troubles are infrequent, and various other differences have been noted. Now these distinctions involve profound diversities of constitution and diathesis. All their diseases have a different prognosis and require modifications of treatment, so that the training of physicians for the two races needs differentiation. Immune to many conditions morbific for Caucasians, they are very susceptible to others harmless for whites. In tropical Africa men and women are extremely fond of bathing, which their very active skin needs; but this disposition decreases almost exactly as clothing increases, and as the negro goes North is often changed into exceptional aversion to the bath, which is suggestive for cooks and nurses. Of course mixture

of blood with the whites brings approximation to the pathological conditions of the latter. Many of these differences are so radical that a Southern physician has said in substance, perhaps somewhat extremely, that a successful experience in treating one race impaired a physician's usefulness with the other, and made two hygienes and two regimens necessary,—as different as the application of veterinary medicine for horses is from that applied to oxen.

The chief event in the history of the Southern negro in the new world is the infiltration of white blood. But for this the negro in mind and body would be so distinct from us that all our problems connected with the race would be vastly simplified. Just how far he has lost his rare racial homogeneity here, it is impossible to tell. The extreme minimal estimate that I have found is that one-tenth have some white blood, and one maximal estimate is that two-thirds are partly white. Page thinks that from one-ninth to one-sixth are mixed. Du Bois says that two million negroes here have some white blood. Most estimates range somewhere between one-fifth and one-half. The diversity in the estimates of this proportion shows the difficulties that beset this study. Indeed, this question has itself become a part of the race problem; negroes and their friends always making the proportion large, and Southern whites regarding it as small. The negro himself has an hereditary disregard for heredity and keeps no pedigrees. Where crosses with white blood occur they are, of course, extramarital, and the mulatto's sentiments upon this subject are a strange mixture of pride and shame, while his or her white father has yet stronger motives for concealment. Thus cousins of different racial complexion and even half brothers and sisters sometimes go through life without suspecting their relationship. Scientific investigation here is usually highly resented. Many blacks and even whites hold that pale skins are sometimes produced spontaneously from black parents,—which is, of course, impossible, negro albinos being very rare. Moreover, the grade of pigmentation is not a sure index of the degree of miscegenation, and in the veins of some thought purely African probably flows at least a little of the best white blood of the land. The most serious aspect of the negro question, thus, is found in the fact that the most important portion of the race, whatever its size, inherits more or less of the best Anglo-Saxon cavalier blood, brain, and temper. Thus all the vast psychophysic differences between the two races are bridged, and they possibly fuse with each other by all imperceptible gradations. We know too little of the laws of heredity to evaluate the profit and loss of this blood mixture. It has certainly given us some of the leaders of their race in this coun-

try; and when we think of the Dumases, Pushkin, and many others, we see that it certainly can produce an occasional genius. There is much reason to think that mixture has played an important rôle in history, and that most of the great races are the result of the commingling of different ethnic stocks. Not a few (like, for instance, the Scotch-Irish) have been superior to either parent stirp. Some have held, from a study of miscegenation in other lands, that sons oftener inherit from their mother and daughters from their father. If this be so, it follows that here, where the crossing is practically all of white fathers and dark mothers, the daughters would be more Caucasian than the sons. At any rate, men like Fred Douglas, Bishop Payne, Booker Washington, Du Bois, Chestnut, Tanner, Dunbar, Thomas, and scores of others, are not typical negroes. Says H. S. Dickerman, "There are full-blooded negroes of ability, but a very large proportion of those one sees in places of responsibility and honor among negroes are of mixed race. It is so with teachers, ministers and physicians. In many of the most celebrated schools a large part of the pupils are very light, and in the cities one finds congregations in some of the more aristocratic churches in which nearly all are mulattoes."

Whatever the biological laws may be, they are, however, here obscured and rendered ineffective by social prejudice which draws a color line and ostracizes not only quadroons and octoroons, but those with one-sixteenth, one thirty-second, and, Booker Washington says, one one-hundredth negro blood, even though it be so attenuated as to leave no sign discernible save by scrutiny of hair, nails, etc., and condemns mulattoes of whatever degree to association with those whose pure Hamitic blood has known no dash or strain of white. It is this that has intensified racial solidarity and helps to make every question in the South tend to become a race question, and often now divides Southern towns and cities by a color line so drawn that instead of the best whites seeing most of the best mulattoes, the former prefer contact with the pure blacks, and race friction is between the lower whites and the mulattoes. Whether the mulattoes are better or worse than either parent, race-prejudice, not only in our own, but in every land where the races coexist, has made it impossible to tell. While there are some pure Africans born with gifts far above the average of their race, most of its leaders are those who have by heredity, association, or both, derived most from the whites. It is their aspirations, discontent, struggles, ending often in discouragement, which makes them either sink to vice or grow revengeful and desperate, that constitute the pathos of the present condition, and make it hardest for the men to preserve their hope and just ambition, and for the women to keep their virtue

in the presence of the whites. A recent writer says, "Ninety-nine per cent. of the whites regard all with any negro blood as about alike." It is idle to censure a state of things universal where a higher and lower race come into close contact; but when the South boasts of its magnanimity in aiding negro education or threatens to withdraw support and sympathy, leaving colored schools to be sustained by negro taxation alone, then, and then only, this consideration may be allowed to be not impertinent, and we may even recall Plato, who would have all parents abandon their children in tender years to the care of the State in order that the parental instinct and responsibility might be diffused and all fathers and mothers regard every child they met of similar age as perhaps their own.

Another racial trait of the negro is found in the sphere of sexual development. Special studies show that the negro child up to about twelve is quite as bright as the white child; but when this instinct develops it is earlier, more sudden, and far more likely permanently to retard mental and moral growth than in the white who shoots ahead. Thus the virtues and defects of the negro through life remain largely those of puberty. Hence his diathesis, both psychic and physical, is erethic, volatile, changeable, prone to trancoidal, intensely emotional, and even epileptoid states. W. H. Thomas, himself a negro, in his book entitled "The American Negro," says, "The chief and overpowering element in his make-up is an imperious sexual impulse, which, aroused at the slightest incentive, sweeps aside all restraint." This he deems the chief cause of the arrest of the higher development of this tropical race. During slavery regular hard work, temperance, awe of his white master, were potent restraints, and he was often a faithful guardian of the unprotected women of the household, whose head was in the army. Now idleness, drink, and a new sense of equality have destroyed these restraints of imperious lust, which in some cases is reinforced by the thought of generations of abuse of his own women by white men upon whom he would turn the tables. At any rate, the number, boldness, and barbarity of the rapists, and the frequency of the murder of their victims have increased, till whites in many parts of the South have told me that no woman of their race is safe anywhere alone day or night. Of the 3,008 lynchings in this country during the twenty years ending with the close of 1904, a clear majority are connected with murder or with this crime so often associated with it; although Governor Vardman's statistics for Louisiana showed that of over three hundred murders in that State in 1903, the great majority were of negroes by negroes, and the most common cause was quarrels arising over the game of crap. There has also been a gradual increase in the barbar-

ity of this punishment for rape, slightly known before the war. The brutality of these assaults is often such that the most staid communities and heads of families, who have strongly and publicly denounced lynching, find themselves swept away in a frenzy of vengeance. When such a crime comes home to one's own wife, daughter or mother, none of us know what we should do. As a preventive of crime, lynching has something to be said for it, but more to be said against it. This wild justice is brutalizing upon those who inflict it, who are usually young men and boys. Some drastic cures have been suggested, — a drumhead court-martial with immediate execution of the guilty, emasculation, instant trial and abolishment of appeal, and even the legalization of burning at the stake. These suggestions show at least how desperate is the resolution in the white South that this crime must be checked at whatever cost. One typical aggravation of the evil is illustrated in a certain Southern district known to the writer, where the youngest and most briefless and inexperienced lawyer is, by an old custom, elected prosecuting attorney. He can receive five dollars for trying each case. His inexperience naturally often causes errors that give ground for appeals and delays. The chief need is that the leading negroes should speak out more strongly against this crime than they do, and no longer give cause to writers like Mr. Page to insist that the race as a whole covertly sympathizes a little with every black victim of a mob, no matter how atrocious his crime, and perhaps with every black criminal. They should feel their own responsibility, and cooperate with the law in enforcing justice and teaching their race not to palliate crime or even shield criminal members of it. The negro's sense of the enormity of the crime of ravishing does certainly seem to differ somewhat with that of the whites. If negroes were listed and all the vagrants kept track of, as in Germany, if officers had power to summon posses, or if sheriffs gave bonds to be forfeited if they lost their prisoner, or negro officers were given interest in the punishment of criminals of their own race, some help might be found. In a paper of this kind of course only a very few of the points involved can be touched on.[1]

After the war the majority at the North sanctioned the policy of giving the negro the ballot, which Lincoln disapproved and which had been persistently refused him in many Northern States. It was given, if not as a penalizing measure to those lately in rebellion, at least as a weapon to safeguard the freedom of these new wards of the nation. Then followed the eight years beginning with 1867, so tragic for the South, involving

[1] See the Atlantic Studies.

enormous waste and confusion, an indebtedness equalling the entire cost of the war plus the value of the slaves as property, negroizing more or less one-third of the States of the Union until they seemed to be on the downward path toward conditions like those of Hayti, San Domingo, or Porto Rico. Whatever allegiance and friendship the negroes had felt for their old masters was transferred to their new Northern allies. For myself, an abolitionist both by conviction and descent, I wish to confess my error of opinion in those days; and I believe that all candid minds who, in Kelley Miller's trenchant phrase, study rather than discuss the problem, and are not too old to learn, are ready to confess mistakes. Even the Freedman's Bureau helped make the colored man at the South feel dependent upon the North rather than upon his own efforts. Much as the new South has done to outgrow these evils, perhaps the worst effect of all these years is now seen in the fact that Southern negroes are a solidified party arrayed against their old masters on all questions, and cannot divide freely among themselves even on local and economic problems, or follow their own interests, but the party and color line still coincide.

At the Republican National Convention at Chicago in June, 1904, a plank was proposed demanding reduced representation in Congress and in the electoral college for such States as eliminated the elective franchise unconstitutionally.[1]

The democratic platform protested that this would bring again in aggravated form the hateful race animosity, now well on the way to healing, and would draw again sectional lines obscured by the fact that men from the North and South had stood together at Pekin and Santiago. All States of this Union have certain limitations of suffrage; idiots and lunatics; in two States, dualists; in one, bigamists; in ten, paupers; in several others, those who have not paid their poll tax or all taxes, while California, Nevada and Oregon ignore the fifteenth amendment which forbids the exclusion on account of "race, color or previous condition of servitude," exclude Chinamen. In any Southern State negroes are now admitted to the right of suffrage if they can read and write, and in Louisiana, South Carolina and Alabama even the illiterate black, if he pays taxes on three hundred dollars' worth of property, can vote, while in Virginia, Alabama and Mississippi all who served on either side in army or navy in the Civil War are admitted to suffrage. To be sure, in some of the Southern States the Constitution must be read and understood or the negro must write an application in the presence of the inspectors, and by the famous grandfather clause whites who descended from those

[1] See The Negro Issue, by J. P. Dunn. Indianapolis, 1904.

who took part in the Civil War are exempt from these qualifications. Mr. Crumpacker, like Mr. Dunn also from Indiana, has repeatedly introduced proposals to restrict representation in the South. These methods were a slow development of a reaction by intelligent citizens against a saturnalia of political corruption that arose under negro rule. The unfairness of the proposition to determine representation by the basis of votes cast is seen in the fact that in 1900 Massachusetts cast only 414,801 votes out of a voting population of 843,456, but this minority of its voters elected fourteen Congressmen, or an average of one to every 29,655 votes. Nevada in the same year cast only 10,196 votes with a voting population of 17,710, but these voters elected their member of Congress, two Senators, and three presidential electors. So far as national government is concerned we find that one voter in Nevada has fifteen times as much power as a voter in Indiana. If any one doubts the evils of wholesale negro suffrage he should glance at the literature.[1] The curse of the negro colonies lies in the fact that ninety-nine per cent. of the whites regard all negroes as being alike.

Republican leaders are ready to throw negro suffrage overboard and take compensation in a reduced representation of the South, for their platform expressly states that if the franchise is unconstitutionally limited the representation shall be reduced. They propose to let the constitutional right of the negro go and take political advantage in place of it. Again, the whole question of educational qualification for the right of suffrage is at stake. Indiana, for instance, pays eight million dollars a year for public schools and makes education compulsory, and yet it says to the boy who manages to grow up illiterate, "You shall be allowed to vote even if you do not learn to read and write." Governor Aycock, of North Carolina, the hero of "The Leopard's Spots," resisted successfully the movement in his State that taxes paid by whites should go to support white schools only and that the black schools should receive only the taxes paid by the blacks. Having taken from the ignorant negro the power to vote it becomes us to safeguard every right he has.

Before the war the negro was often a skilled laborer. Nearly all the agriculture of the South and most occupations pertaining to food, clothing, and shelter were in his hands. The old plantation was an industrial school, not entirely without analogies to the old New England farm which has trained so many of its best citizens. When freedom came it was naturally in-

[1] See for instance P. A. Bruce: The Plantation Negro as a Free Man; J. A. Tillinghast: The Negro in Africa and America.

terpreted as freedom not to work, and so came the *au rebours* days of misery where so many Southern novelists and essayists are finding rich fields for literary exploitation.

The situation in certain southern countries which have overlooked the value of industrial education is well illustrated by a story told by the late Henry W. Grady about a country funeral in Georgia. "The grave was dug in the midst of a pine forest, but the pine coffin that held the body was brought from Cincinnati. Hickory and other hard woods grew in abundance near by, but the wagon on which the coffin was drawn came from South Bend, Indiana, and the mule that drew the wagon came from Missouri. Valuable minerals were close to the cemetery, but the shovels and picks used in digging the grave came from Pittsburg, and their handles from Baltimore. The shoes in which the dead man was buried came from Lynn, Massachusetts, his coat and trousers from New York, his shirt from Lowell, Massachusetts, and his collar and tie from Philadelphia. The only things supplied by the county, with its wealth of natural resources, was the corpse and the hole in the ground, and Mr. Grady added that the county probably would have imported both of these if it could have done so."

At this point of Southern despair came one of those masterly pieces of statecraft in the last century—masterly because so simple—in the policy of Booker Washington. Let our race, he said, be as separate socially and politically from the whites as the ten fingers, though industrially as united with them as the fingers are united in the hand. Under the reconstruction era, he says that the chief desire of all bright young negroes was to hold office and to study Latin, and he declares that it is against these two desires that the efforts of his life are directed. More than a score of simple industries are taught. About these nearly all book learning is made to centre. Instead of the one-crop system he would have at least half a dozen. He teaches women to work in the field and garden, as they do at Swansley, England; establishes penny banks; teaches to work in wood, iron, lead, and leather; to raise poultry, cattle, pigs, mules; to build houses, make clothes, and, in short, to resume in freedom the control of the industries they had in slavery. His people resisted; for even industrial education suggested to them a return to slavery. Along these lines, also, he conducts summer conferences which attract negro farmers from every State in the South, and makes slow but effective headway against the extortions of tradesmen who thrive on the negroes' improvidence and credulity and those who sell on the installment plan or advance money on crops yet to be gathered, levy extortionate rents, etc. Under this policy the negro waives for the present the right of

suffrage and office-holding for the ignorant, or at least welcomes an educational qualification. For myself, I doubt if any educational institution in the world's history ever showed, in those who attend from year to year, greater progress along so many lines,—dress, manners, intelligence, morals, health,—than is seen in the pupils of Tuskegee. Thousands of schools of lower grade are being permeated by this influence, and the negro is winning recognition, and, what is quite as important, is content to do so on his merits. The only modification of Mr. Washington's programme that seems needed is that which Professor Du Bois pleads for, namely, opportunity of all the higher cultural elements of education to every negro who can take it and make use of it. The only shadow that clouds his future now is the danger, happily diminishing, of the interference of Congressmen of the Crumpacker type with the existing state of things,—confessedly tentative and provisional, grandfather clause and all,—and the growing danger of an influx of white labor and of trade unions, most of which exclude negroes. Their ascendency in the South would make wreckage of all the now promising solutions of these vastest of all our internal problems. Under this programme the negro will prefer the country to the city, the South to the North, and will slowly develop his full rights on an industrial, economic basis, for money and business know no color line.

The course marked out by prudence and common sense would therefore seem to be that the negro should now address himself to the solution of his own problems, carry on the work of studying his race so well begun at Atlanta under Professor Du Bois, and make his own social life as he has made the life of his church (which is its chief centre, and also its most characteristic expression, to which nearly every negro belongs at some time during his life), and recognize that his race has gifts that others lack,—such as an intense and large emotional life, an exquisite sensitiveness to nature, gifts in the field of music and oratory, a peculiar depth of religious life (connected in part with the sense of dependence, which is its psychic root), a strong belief in invisible powers, a certain sense of fate (which in Africa predisposes the natives to Mohammedanism, which is said to be growing as fast as any religion ever spread and which some think a kind of next step above fetichism), rare good humor, jollity, patience, etc. An African museum has been suggested in which should be gathered the folk-lore and records of tribal customs (which a parliamentary commission in Africa has just found to be very elaborate, and, in many respects, better for the natives than English law, and of which many traces survive here), the anthropological literature upon the race here and elsewhere, and mementoes of Hamitic cul-

ture generally. Some have suggested a special permanent commission of those most competent and interested, white and black, to be consulted both by philanthropists and legislators. One of the most hopeful facts in the situation is that there are now for the first time such experts. Their knowledge certainly ought to be utilized. This we have notoriously failed to do in the case of the Indian. There seems a water-tight compartment in Washington between the Indian Bureau presiding over the material interests of the red man and the Ethnological Bureau devoted to his study. Even the Mohonk Conference has never, I am told, with one exception heard the voice of one of these specialists who best know the facts upon which all our Indian policy should be based. Let no such mistakes be made concerning the negro. He has capacities for friendship, loyalty, patriotism, piety, and industry in regions where white men cannot work, which in some respects, perhaps, exceed ours and which the country sorely needs. If he can only be made to accept without whining patheticism and corroding self-pity his present situation, prejudice and all, hard as it is, take his stand squarely upon the feet of his race, respect its unique gifts, develop all its possibilities, make himself the best possible black man and not desire to be a brunette imitation of the Caucasian, he will in coming generations fill a place of great importance and of pride both to himself and to us in the future of the republic. The chief fact in the present situation is the at last rapidly growing tendency to commit the problems of his race more and more into the hands of its own members. If this is not done gradually and wisely enough, and if the present promise of leaders within the race is fulfilled, all will come out best for both races in the end.

LITERATURE.

Kinder Zeichnungen, Von S. Levinstein. Voightlaender, Leipzig, 1905. pp. 119.

This interesting, unique and expansive volume, with eighty-five full page tables and eighteen tables in the text, and one hundred and sixty-nine drawings added to the one hundred and nineteen pages of text, seeks to trace the development of drawing from the very beginning in children up to the fourteenth year, with parallels from the records of primitive man, culture history and folk-lore. The whole is a much amplified dissertation wrought out with the aid and suggestion of Professor Lamprecht, of the University of Leipzig, who has seen the importance of a study of childhood for his department of culture history, and has issued an elaborate questionnaire in various languages asking for specimens of children's drawing as material for his general history of mankind.

The human figure is the shibboleth of art. Thus, basing on the thirty-four thousand children of Lukens, our author constructs a number of curves which show the following: At four, less than 40 per cent. of the children attach feet to their human figures, while at five, 83 per cent. do so, and from this point on to thirteen the increase is slightly more regular. Arms at four are attached in 45 per cent. of the drawings; at five, 67 per cent.; at seven in 80 per cent. The body begins with 50 per cent. at four, springs to 82 per cent. at five, 92 per cent. at six, and thereafter is more common. Another table shows that the beard, beginning with 1 per cent. at four, rises to 26 per cent. at five, and at twelve attains its maximum of 60 per cent. Hair is found at 6 per cent. at four, in 26 per cent. at five, progresses very steadily from six to ten when it has reached 70 per cent. The neck is drawn by 8 per cent of the children of four years of age, 22 per cent. at five, 79 per cent. at ten, 93 per cent. at thirteen. Legs with outlines and not mere lines begin at 17 per cent. at four and at seven have reached 88 per cent. Eye-lids or brows begin at 9 per cent. at four and progress with great steadiness to 87 per cent. at nine years of age. Arms have outlines in 6 per cent. of the children at four, and progress rather steadily to ten when they have reached 79 per cent., at thirteen 91 per cent. Feet are in profile in 15 per cent. at the age of four, 54 per cent. at the age of five, 87 per cent. at the age of nine. The nose is seen in profile in 6 per cent. at four, 34 per cent. at five, 79 per cent. at nine. The arms in profile appear in 1 per cent. of the drawings at the age of four, and progress more slowly, reaching only 39 per cent. at eight, and 70 per cent. at thirteen. Eyes and mouth in profile begin with 2 per cent. at four and advance gradually to 71 per cent. at thirteen. The rump in profile begins with 1 per cent. at four and ends with 62 per cent. at thirteen.

Young children usually draw the face in a full front view, but at the age of four, 4 per cent. of them introduce some profile, some heads being drawn with some features, especially the nose, both in profile and in front. At seven 34 per cent. show transition stages, and from that age, and especially from nine, on, the transition features are dropped out and the profile, where presented, is consistently such. The hand begins at four with 32 per cent. and at seven has reached 76

per cent., and reaches its apex with 89 per cent. at eleven. Buttons begin with 30 per cent. at four and progress rather steadily to 81 per cent. at eleven. The hat in pictures of women begins with 24 per cent. at four, 49 per cent. at five, and at ten has reached 90 per cent. The dress of women begins with 16 per cent. at four and advances rather regularly until at thirteen it appears in 99 per cent. of all the cases. Decorations of the woman's hat begin with 14 per cent. at four, have reached 28 per cent. at five, and thence advance pretty steadily to 71 per cent. at eleven.

A well known nursery poem, used by Barnes and others, entitled "Hans Look-in-the-air," recounts the troubles of a boy prone to gaze upward, who tumbled over a dog. Once when watching the swallows he fell into the river where three fishes wagged their heads, and whence he was rescued, dripping, while his writing book drifted out to sea. In illustrating this picture 21 per cent. of the children at six attempted to draw the swallows. They appeared with rather regular yearly increments to eleven when they were seen in 78 per cent of the pictures. In these pictures plants or trees are drawn by 7 per cent. at six, by 54 per cent. at fourteen, although they are not mentioned in the poem.

At the age of six only 9 per cent. of the children's drawings of houses represented more than one side of the house. At fourteen 54 per cent. did so. In the Hans stories 27 per cent. of the children at six drew a house, at the age of twelve 80 per cent. while at fourteen the houses declined to 56 per cent. houses not being mentioned in the poem. Later this method was superseded by a series of pictures illustrating different phases or stages. This transition occurs chiefly between seven and eleven. At seven years old, out of a total of 4,943 drawings, 78 per cent. of the boys and 75 per cent. of the girls drew fragmentarily, while at eleven only 11 per cent. of the boys and 13 per cent. of the girls drew in this way, the rest having adopted the method of series of pictures. Other tales gave a similar result. Interesting, too, is the fact that at the age of four the hat is transparent in 24 per cent. of all the cases, and at nine in 60 per cent., after which transparency steadily declines, while clothes are most transparent between six and nine, when they reach 23 per cent., declining thereafter to o at thirteen.

Levinstein, like his master, Professor Lamprecht, is a profound believer in the recapitulation theory, and held that these essential features in the development of drawing are found among the children of all races and are closely paralleled by the records of savages and cave dwellers. The development of pictorial art in Germany, according to Lamprecht, is best presented in the following five stages: symbolic, ornamental, typically conventional, individualistic, and subjectivistic, and even here we find some ontogenetic parallels. The pedagogic inferences drawn are obviously that children understand and best represent their own art, which is of a unique type, which the adult no more appreciates than children appreciate the adult type. The importance of drawing is that it aids us to see, teaches the hand, and develops the powers of observation. For color the child has little or no appreciation before two. The records of the large per cent. of Berlin children who had never seen a living hare, squirrel, snail, lark, crow, duck, frog, butterfly, etc., shows the mal-adaptation of our drawing courses. For young children drawing is a language. Girls tell things in pictures more voluminously than boys. Children draw with the understanding, after all, more than with the eye. Among the lowest people there are good and bad drawers. Indeed, in Australia this talent seems more generally diffused than in Europe.

In the cuts, many of which are illustrated, certain children show marked traits of genius very early, and pathetic is the case of many who are very slow in their school work who exhibit very marked ability in drawing, which is especially prone in boys to take some specific direction.

Report of the 19th Annual Meeting of the New England Association of Colleges and Preparatory Schools.

This recently issued document is of a unique and rather weird interest. President Eliot recounted in an opening address what had been gained in uniformity of college admission requirements during the past twenty years. It was an old theme, and the landmarks in the movement were hastily reviewed; and Mr. Tetlow as usual followed President Eliot and as usual spoke well. The real soul of the meeting was perhaps expressed by Mr. Coller, head master of the Roxbury Latin School, who began and ended and interspersed his speech with compliment and adulation of President Eliot; but he ventured the assertion that college dominance over the high school had been unfortunate, that "Harvard has finally screwed up the requirements for admission beyond what is reasonable and beyond what is possible to be met," and declared that in the period under review exactions had increased 50 per cent. and this was "the enormous mistake that Harvard College made." "This is a great evil. The schoolmasters are hurried and worried, the boys feel driven, and feel that their own rights to a certain amount of freedom are invaded and trespassed upon, the parents protest and complain. In my own school once preparation for Harvard was an incident in the course of study. Now we do all we can to get the bare requirements and we cannot do it and I feel hurried and worried." He is reminded of the Hebrews compelled to make bricks for the Egyptians and when they cried out that it was too much, their taskmasters even took away the straw. It is bad for the schools and bad for the colleges. Mr. Coller ascribes the trouble to well-meaning young men who come on to the faculty of Harvard and seek to make a good name for themselves and for their departments. He declares that the association of high school and college men in all this wretched business has been on the part of the latter with a certain benignant condescension and perhaps partial amusement. Some of them would even make petty concessions. One result of this state of things is that a smaller and ever smaller fraction of boys pass their examinations, but enter with conditions or are rejected.

It is indeed a pedagogically wretched state of things that is fastened upon New England high schools by the mistaken policy of the president and certain members of the faculty of Harvard college; and it is high time that the truth, which everybody cognizant with the facts knows, should be plainly spoken, which is, that the two motives now dominant in this abuse of power are, first, the desire to appear to outrank other New England colleges by insisting on superior requirements, and, secondly, the reluctance to confess what more and more are coming to see was, if not an initial error, at least so outgrown that it has become an almost unmitigated evil. The wealth and age of Harvard and the fame of Boston culture has given it great popularity with both the wealthy and the ambitious classes so that it is able to reject from a quarter to a half of all who apply and yet to show the steady growth in the number of pupils that all such institutions must show.

To gratify this very petty ambition and seeming to be more select in the admission of its raw material Harvard has sacrificed far more precious things, and has especially neglected to look to the finished product which it turns out at the end of the course. That there will

come a revulsion when President Eliot's dominating personal influence is withdrawn that will result in immense advantage to the actual work of the institution and even to the quality of its students in renouncing this idolatry of the standard units, blocks, credits, no one outside the immediate Harvard circle sphere of influence doubts. Meanwhile the incubus of the system upon the high schools, which are the people's colleges, is deleterious to a degree which, were it fully understood, would cause an immense revolt. The Harvard administration should give its entire attention to inside improvements and reforms, and seek to do the best that can be done for those who have actually entered during their stay within its walls. It is no argument in support of this system that it has fastened its octopus grip upon a number of other eastern States in the uniform entrance requirements of the new board. It is all the work of mechanicians and not of educators, of outside presidents and principals and not of inside men. Every high school in Boston would do far greater good to the aggregate of talent within its walls if it were freed from this college tyranny. The whole history and proceedings of this Association contains little but the jingling of the college entrance keys; most of those interested in education have long since lost interest in it. It can now with great authority be said that the present tests are not the best measure of ability, but that boys of 18 or 19 that have strong and many-sided interests are abler and do better work in the world if they have given their preparatory years to a freer method and to a different class of topics from those that are now standardized, threadbare, shopworn.

Head-master Coller is one of the very few who have ever spoken out, dared to speak out in these meetings in hearty protest against existing tendencies; protests which are incessantly made in private with great bitterness by nearly all high school principals and teachers who have manhood and educational insight left after this long selective process of nearly a generation that has tended to weed out from the high schools all such men and to develop in their place those who were servile, bureaucratic, contented to be patted on the back and flattered as good fitters by the revered authorities of whose authority but not whose learning they stand in such awe.

Sunday School Problems, by AMOS R. WELLS. W. A. Wilde Co., Boston, 1905. pp. 297.

This volume is chiefly reprinted from separate articles and addresses by the author during the last seven years. The author's preface begins, "If you are looking in this book for a systematic treatment of the subject, for big words and philosophical analyses, I am afraid you will be disappointed. But if you want to know what practical Sunday School workers have found helpful in solving the principal problems of their work, I hope you will be aided by these pages." He thinks actual teachers are not interested in the theories or criticisms, but chiefly in "how to get Bible wisdom into Tom Jones and Susie Brown." This is a key to the work. It is ostentatiously practical only. It deals with such topics as, how to get home study, what to do with backward, disorderly children, when attendance wanes, when the hour is cut short, the value of fun, the blackboard, patriotism, evidences, decision day, Bible marking, how to tell a Bible story, the superintendent that needs a muzzle, etc. The author's idea of the higher criticism is expressed by an original parable of people just beginning to rear a beautiful and magnificent building, held up by the young gentlemen, "all with lofty foreheads, all with primly self-satisfied air, and all with spectacles," who proceeded to chip the stone

and dispute about its biological age. How calamitous had the boy Gladstone been given a polychrome Homer, or Charles Lamb had been fed with the Baconian theory. We do not wish to teach untruths or guesses at truths. "The young," he states, "have no skeptical tendencies. They have no difficulty with miracles and other manifestations of the supernatural."

On Becoming Blind. Advice for the use of persons losing their sight. By ÉMILE JAVAL. Tr. by Caroll E. Edson. The Macmillan Co., New York, 1905. pp. 191.

This is a pathetic narrative of a well known oculist who lost his sight suddenly in his sixty-second year. His effort was focused on how to live with his infirmity with the least inconvenience to others and with the greatest chance of rendering continued service to mankind. He apologizes for being a novice in blindness. He has a frontispiece representing himself on a tricycle with a seeing leader. He then proceeds to discuss in detail meals and eating, methods of keeping track of time by day and night, walking in town and country, reading aloud, the braille, dwelling, neatness, hygiene, health, music, games, tobacco, mnemonics, his ideas of marriage, etc. He has become rather an enthusiastic devotee of Esperanto, is doubtful about the sixth sense, devises maps, plans and sketches to save himself and his friends trouble, has devised new methods of writing. On the whole the book is replete with psychological and pedagogical suggestions which cannot fail to be of intense interest to all whose attention has been called scientifically or practically to the subject.

A Boy's Control and Self-Expression, by EUSTACE MILES. Published by the Author, 10 St. Paul's Road, Cambridge. pp. 572.

This author is an honor coach and lecturer at Cambridge, England, also tennis champion, who has already written much that is wholesome on physical exercise and training. The merit and even charm of this book is that it takes a breezy, natural, healthful, English view of sport. There is almost nothing in it from beginning to end that suggests erudition. Physical training and games are for this author chiefly to teach control of appetites, regularity, sportsmanlike spirit, to develop the sense of honor in a normal way, and to favor self-expression. The experience of the author in many forms of sport is a constant fund of illustrations from which he draws, which give his book great zest. He believes body care leads to purity, favors the control of will over a life, predisposes to making a better map of it, develops individuality normally, gives buoyancy, etc. We are not told precisely how this book originated, but it suggests short talks or articles, somewhat occasional, put together. At any rate, the book throughout smells of the playground and out-of-door, and not at all of study or of books.

Lynch-Law. An Investigation into the History of Lynching in the United States, by JAMES ELBERT CUTLER. Longmans, Green & Co., New York, 1905. pp. 287.

Few people are able to read about lynch executions without shame. Indeed, W. G. Sumner says, "It should be a disgrace amongst us if men should burn a rattlesnake or a mad dog. The badness of the victim is not an element in the case at all. Torture and burning are forbidden not because the victim is not bad enough, but because we are too good." The various chapters here consider the origin of the term, "lynch-law," its early operations, its development in 1860, the reconstruction period, lynchings described, the justification of the law, and some remedies. All is illustrated by many charts, curves and tables.

Les Anomalies Mentales chez les Écoliers, par JEAN PHILIPPE et G. PAUL-BONCOUR. (Bibliothéque de Philosophie Contemporaine.) Félix Alcan, Paris, 1905. pp. 156.

These authors first classify the various groups of abnormal children. They then discuss the following topics: the backward scholar, the unstable child, the anæsthetic, epileptic and hysterical children. After defining intermediate states and subnormal pupils, they pass on to discuss the true and false abnormalities, and the question of what constitutes pedagogic backwardness. A final chapter is devoted to minor anomalies.

Harvard Lectures on the Revival of Learning, by JOHN EDWIN SANDYS. University Press, Cambridge, 1905. pp. 212.

These seven lectures treat respectively of Petrarch and Boccaccio; the age of discoveries; theory and practice of education; the academies of Florence, Venice, Naples and Rome; the homes of humanism; the history of Ciceronianism; the study of Greek.

Ein Knabenleben vor sechzig Jahren, von FRANZ PFALZ. I. Teil, pp. 146. II. Teil, pp. 112. Thr. Belser, Stuttgart, 1904.

This pedagogue here reviews his life, beginning with his early childish recollections of those about him; his first experience in school; the effects of Bible stories; the first railroad ride; his bashfulness; his reveries by twilight; the influence of the village bully; bad and good associates. He then describes the romance of the Flegeljahre. Gradually his personality awoke. Confirmation had an important function in this respect. The volumes both end with the close of this formative period.

The Story. An Epitome of History. By WILL HALL. Vol. I, pp. 86.

This is an attempt to tell the whole story of the universe, from the beginning of things to the rise of socialism, in the form of a story.

Grammar School Algebra, by DAVID EUGENE SMITH. Ginn & Co., Boston, 1904. pp. 154.

Specimen Letters, selected and edited by ALBERT S. COOK and ALLEN R. BENHAM. Ginn & Co., 1905. pp. 156.

We have here some eighty-eight letters of modern, with an appendix containing a few ancient letters. Most of the selections are within a period of two hundred years. Letters before 1700 would have seemed stiff and archaic. The authors are greatly hampered by copyright, although many publishers have courteously given them permission, but it certainly seems to us that these selections might have been far better made. Whether the authors were limited by this or by some other consideration is less apparent.

A Primer of Forestry. Part II. Practical Forestry. By GIFFORD PINCHOT. Bureau of Forestry, U. S. Department of Agriculture, Washington, 1905. pp. 88.

The first part treats of theoretical, and this of practical forestry. Like its companion volume it is copiously illustrated and describes various sylvicultural systems, work in the woods, water and streams, forestry abroad and at home.

American Phonography. by W. L. ANDERSON. Ginn & Co., Boston, 1905. pp. 324.

This book contains a complete exposition of the system called American because of its wide adoption here. The newest Pitman features have been introduced.